





Shepherd College  
State Normal School

1905



THIRTY-THIRD

ANNUAL CATALOGUE

OF

SHEPHERD COLLEGE

STATE NORMAL SCHOOL,

SHEPHERDSTOWN, JEFFERSON COUNTY, W. VA.,

FOR THE YEAR ENDING JUNE 16, 1905.



ANNOUNCEMENTS FOR 1905-1906.



SHEPHERDSTOWN :  
REGISTER PRINTING OFFICE.  
1905.



# Commencement Programme.

## 1905.

Sunday Evening, June 11—Annual Sermon to the Graduating Class.

Monday Evening, June 12—Recital by Music Department.

Tuesday Evening, June 13—Inter-Society Contest.

Wednesday Afternoon, June 14—Senior Class Day.

Wednesday Evening, June 14—Recital by Elocution Department.

Thursday Afternoon, June 15—Competitive Drill, Shepherd College Cadets.

Thursday Evening, June 15—Alumni Banquet.

Friday Evening, June 16—Graduating Exercises.

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### CALENDAR, 1905-06.

FALL TERM, 1905—FOURTEEN WEEKS.

Wednesday, September 13—Term Begins. Enrollment of Students.

Thanksgiving Vacation, November 29 to December 4.

Thursday, December 21—Term Ends.

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WINTER TERM, 1905—TWELVE WEEKS.

Wednesday, January 3—Term Begins. Enrollment of Students.

Friday, March 23—Term Ends.

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SPRING TERM, 1905—ELEVEN WEEKS. (Approx.)

Tuesday, March 27—Term Begins. Enrollment of Students.

——, June ——, Commencement.



# SCHOOL OFFICIALS

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## STATE BOARD OF REGENTS.

HON. THOMAS C. MILLER,	-	-	Charleston, W. Va.
State Superintendent of Schools and President of the Board.			
HON. WILLIAM M. STRAUS, Secretary,	-	Parkersburg, W. Va.	
HON. IRA E. ROBINSON,	-	-	Grafton, W. Va.
HON. STUART H. BOWMAN,	-	-	Philippi, W. Va.
HON. ELLIOTT C. NORTHCOTT,	-	-	Huntington, W. Va.
HON. ROBERT S. CARR,	-	-	Charleston, W. Va.
REV. C. B. GRAHAM,	-	-	Wheeling, W. Va.
HON. E. L. DUNN,	-	-	Hinton, W. Va.

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## LOCAL EXECUTIVE COMMITTEE.

J. S. FLEMING, Esq., Chairman.

HON. GEORGE M. BELTZHOOVER, Secretary and Treasurer.

J. FRANK TURNER, Esq.

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## COLLEGE TRUSTEES.

HON. GEORGE M. BELTZHOOVER,  
Secretary and Treasurer.

W. N. LEMEN, Esq.

C. J. MILLER, Esq.

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Janitor, - - - - James Washington.



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FACULTY.

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J. G. KNUTTI, A. B., A. M., Principal,  
(West Virginia University and Leland Stanford University.)  
*Department of Professional Work.*

JOHN DEMENT MULDOON, A. B., First Assistant,  
(West Liberty State Normal School and West Virginia University.)  
*Department of Mathematics.*

MABEL HENSHAW-GARDINER, M. P. L.,  
(New Windsor College,)  
*Department of History.*

J. B. TRIPLETT,  
(University of Missouri,)\*  
*Department of Science.*

ANNA WOOLERY, A. B., M. M.,  
(Bethany College,)  
*Department of Ancient Languages.*

ELIZABETH MATTINGLY STALNAKER, A. B.,  
(West Virginia University and Columbia University,)\*  
*Department of Modern Languages.*

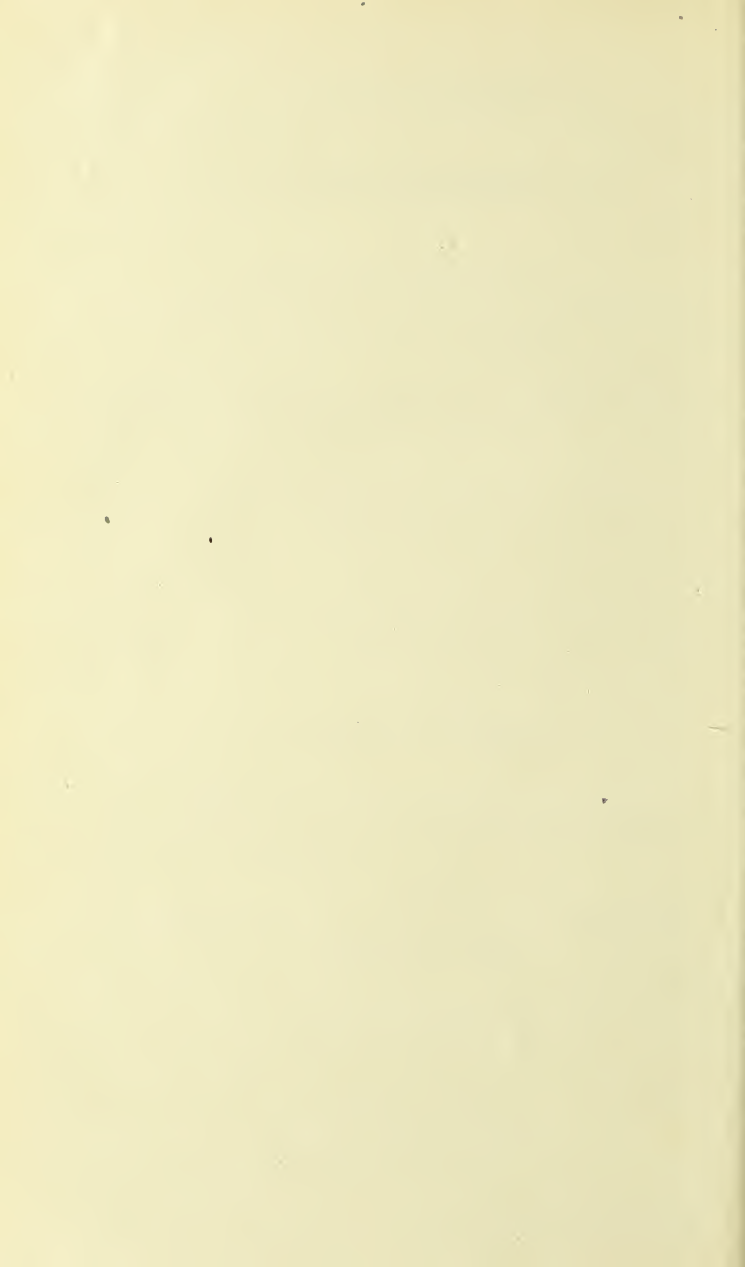
BLANCHE CORBIN, A. B.,  
(Fairmont State Normal School and West Virginia University,)  
*Department of English.*

ALMA D. STIER, B. I.,  
(Neff College of Oratory,)  
*Department of Elocution and Oratory.*

MYRRL WILLIAMS,  
(Cincinnati College of Music,)\*  
*Department of Music.*

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\* Not graduate of school in italics.





THE CLASS OF 1905



## SHEPHERD COLLEGE STATE NORMAL SCHOOL.

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### HISTORY.

Shepherd College dates its founding as a State Normal School to an Act of the Legislature of West Virginia, passed February 27, 1872; but it had its incipency in a classical and scientific school styled "Shepherd College," certificate of incorporation of which is on record at Charleston, January 12, 1872. As an inducement to secure a Normal School here, the trustees of this private school offered its building to the State free of charge for use as a State Normal School, which offer was promptly accepted, and work under State control began here in September, 1873.

### LOCATION.

The location of the school is almost ideal. Situated in the charming old town of Shepherdstown, nestled on the cliffy crags of the beautiful and historic Potomac which sweeps in graceful curves across the Shenandoah Valley at this point, remarkably free from all insidious fevers and diseases, with a wholesome social and moral atmosphere, an educated and cultured community, comparatively easy of access, it offers unsurpassed attractions and advantages to the earnest student.

Shepherdstown is reached by means of the Norfolk and Western Railway, which passes through the town and which connects with the main line of the Baltimore and Ohio Railroad at Shenandoah Junction, six miles to the south. It is ten miles from Martinsburg and about the same distance from Harper's Ferry and Charles Town, and seventy miles from Washington, D. C.

The school is located on scenic and historic ground. To the east loom up the fine wooded sides of the Blue Ridge, and to the west those of the North Mountain. The Potomac river flows past the town and affords fine boating and fishing, while on its farther bank is the old historic Chesapeake and Ohio Canal which, with its canal boats drawn by mules, forms even in this day of railroads an important means of transportation. To the south and the north spreads out the broad, beautiful and his-

toric Valley of Virginia. Three miles to the north is Sharpsburg and the battlefield of Antietam with its fine monuments and National Cemetery, while some seventy miles to the south is the famous Luray Cavern. All of these things cannot fail to leave their permanent impress on the mind of the observant student.

#### THE FACULTY.

The Faculty, as appears elsewhere in this catalogue, is composed of the Principal and eight assistants. These teachers are elected annually by the Board of State Normal School Regents, and are usually men and women of liberal education, good character, high ideals, and successful teaching experience. Nearly all the members of this faculty are graduates of colleges or universities and the average teaching experience of each amounts to nine years of nine months each. The work of the school is divided into departments, and each teacher is assigned the department of the work for which he has had special training. In this way the teacher becomes a specialist in his line of work, and therefore the instruction given must be of a much higher order than is the case where a teacher is compelled to teach a number of unrelated subjects.

#### THE STUDENTS.

Good teachers cannot alone make a good school. Good students are nearly as essential to a school's success as is a good faculty of teachers. A hearty co-operation, mutual sympathy, and mutually earnest work, of faculty and students, condition the success of any school. This condition happily prevails in Shepherd College Normal. Our young men and young women are the choicest of the young element of this region of country. They are singularly free from vice, corrupting habits and coarseness; and are studious, obedient and charitable. These qualities assure for them the high regard of the teachers, and mutual respect is the inevitable result. This adds greatly to the quality and effectiveness of the work of the school.

#### CONDITIONS OF ADMISSION.

There is both an age and an educational qualification necessary for admission to this school. Boys must be not under fourteen years of age, and girls not under thirteen. A fair knowl-

edge of the common school branches is a pre-requisite to entrance, and unless such knowledge is attested by a diploma from the high, graded or country school, or by a teacher's certificate, or other satisfactory evidence of the pupil's preparedness to take up the work of this school, the applicant for admission will be required to pass an entrance examination in reading, writing, spelling, arithmetic and English grammar. It is a mistake on the part of parents to send their children to this school before they have had a thorough common school education. Failure is the inevitable result, and this works injury to both the child and the school.

When the necessary qualifications are possessed by pupils intending to come here to school, they should apply to the county superintendent of free schools of their county for an appointment to Shepherd College State Normal School. This should be presented to the Principal when the student applies for admission.

#### DISCIPLINE.

Certificate or other satisfactory evidence of good moral character are necessary to admit a student to this school. Students who will not cheerfully conform to the principles of propriety and right conduct will not be allowed to continue here. As long as the student does right, he will stumble against no rule; but when he fails to do that, he can expect to have his sphere of action circumscribed by rule and regulation of the character that his case will seem to require. It is the object to have such order and discipline as will conduce to the best work of the school and of each individual student in it. The students are taught to be largely self-governing and are made to feel responsible, each for his own conduct and in a measure also for the conduct of his fellows. In this way is engendered in the heart and mind of the student both a feeling of personal responsibility for his own conduct, and a lively interest in the conduct of others and in the general welfare of the school.

#### PURPOSE.

This school has at least a two-fold object, namely, the preparation of students for teaching, and the preparation of the young men and women of the State for entrance to the State and other universities. But it subserves other functions, chief of which



are the training for intelligent citizenship, and the furnishing of a better equipment and the giving of new inspiration to those who have already taught. Many teachers who have achieved success in the school room enroll here, and by reason of their better preparation put themselves in line for promotion. Many of the most useful citizens of the State have laid the foundation of their successful careers in our State Normal Schools.

### EQUIPMENT.

### BUILDINGS.

The school has now three large and commodious buildings in which to carry on its work. The oldest of the three is the original Shepherd College. This was transferred by perpetual lease to the Board of Trustees of Shepherd College by Shepherd Brooks, Esq., of Boston. This Board, which is a self-perpetuating body, put the building at the State's disposal for normal school purposes at the school's first founding, and it has been the home of the school ever since, with the exception of the period between 1897 and 1901, when the school occupied a new building just north of the College, which was destroyed by fire in the spring of 1901. It is now used as a music hall and armory and is also headquarters for the Young Men's and Young Women's Christian Associations. It contains six commodious rooms.

Adjoining the above is Shepherd College Hall, which was erected in 1889 by the citizens of Shepherdstown and was put at the disposal of the school. It has been used since for commencement exercises, lectures, receptions, etc., and was the place for holding chapel services. It has a seating capacity of about four hundred.

The new Shepherd College building was completed and first occupied in the spring of 1904. The cut of this structure, which appears elsewhere in this catalogue, shows its magnificent proportions and architectural beauty. It is thoroughly modern and well appointed. The basement contains a large gymnasium, lavatories, toilet rooms, and several rooms adapted to laboratory uses. The first floor contains the principal's office, general office, reception room, study hall, library, cloak rooms, and six commodious class-rooms. On the second floor are found a fine auditorium, with a seating capacity of about seven hundred, two literary society halls, three class rooms, cloak rooms, etc. This

building, as also the others, is heated by hot water. The boiler-house is a short distance from the main structure. Water for drinking and other purposes is pumped from deep wells to all parts of the building. Water for lavatory uses is supplied from a large cistern. The building is lighted by electricity. The grounds have been beautified by the planting of trees, shrubbery and flowers.

#### LABORATORIES.

At present we have two laboratories worthy of the name : the physical and the chemical. Good beginnings have been made in biological, geological and botanical laboratories, and an earnest effort will be made to increase our equipment in these lines until we can put them on a first-class basis. The first two named are well equipped, and students have unusual advantages here in laboratory work, since they can pursue it without paying any fee whatever, a privilege which is not to be had in many schools.

#### THE LIBRARY.

The library occupies a handsome and exceptionally well-lighted room adjoining the study hall. It is open from 8.30 A. M. until 4.00 P. M., and students have access to all books on its shelves. Books may be taken out and kept not exceeding two weeks. It contains about 2,700 well-selected bound volumes and several hundred pamphlets, periodicals and magazines. The library is used also as a reading room, and on the tables and racks may be found over three score of the best current magazines, periodicals and newspapers. This equipment is being very rapidly added to, important additions being made to it each year.

#### RELIGIOUS INFLUENCES.

It is not to be supposed because this is a State school and in no way connected with any religious denomination or sect, it encourages any the less character-building and religious living. On the contrary, it is often found that the moral and religious atmosphere that pervades State schools such as this is in every way as wholesome and as conducive to upright Christian living as is that of schools which are under the domination of some religious sect.

### THE CHURCHES.

Students are expected to attend at least one service each Sunday in the church of their choice. Shepherdstown has most excellent advantages in this regard, there being no less than seven churches having regular services, presided over by a clergy of unusual ability for so small a town. Students are welcomed to their services by both pastors and congregations and find here a pleasant church home. Many of the students are active workers in the Sunday schools and churches, as are also members of the faculty, most of whom are active church members.

### CHAPEL SERVICES.

Each day the faculty and students of the school assemble in the auditorium for religious worship. This consists of singing, prayer and the reading of the Bible. This is also a convenient time for making announcements. These services are sometimes conducted by the pastors of the churches of the town, to whom a word of thanks is herewith extended for their helpful interest in this regard.

### EXPENSES.

Few schools of similar grade in this State or elsewhere can offer students as reasonable an expense account as can Shepherd College Normal. No tuition is charged appointed students pursuing either the Academic or Normal course of studies. No fees are exacted except an incidental fee of \$1.50 per term. This is payable in advance. Subjoined is a table which exhibits a careful estimate of a student's minimum and maximum necessary expenses for a year of forty weeks :

Board, nine months, at \$9 to \$12.50 per month	\$81.00	to	\$112.50
Books and Stationery . . . . .	8.00	"	15.00
Laundry . . . . .	5.00	"	9.00
Incidental Fees . . . . .	4.50	"	4.50
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Total . . . . .	\$98.50		\$141.00

To this should be added traveling and incidental expenses, which will vary with the distance traveled in coming to the school, and with the personal habits and inclinations of the student.

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### BOARDING.

We have no dormitories here. Students board with private families or may organize students' boarding clubs. At present there are no such clubs, but many of the best homes in the town accommodate student roomers and boarders, and students seem so well satisfied with their treatment there that no suggestion has been made to start a club.

The Faculty has jurisdiction over these boarding places, and persons who keep student boarders are required to enforce any regulations in reference to the conduct of students in their homes as it may from time to time find necessary to prescribe.

Different sexes are not allowed to board at the same place except by permission of the Faculty.

Persons desiring to furnish boarding and rooms to students are expected to make the fact known to the Principal, and to submit rates for the same.

Students are given option between approved boarding places. In no case are they compelled to board or room at a place that proves distasteful to them. Their comfort and welfare are always the paramount considerations in assisting them to find suitable lodgment.

### RECORD OF STUDENTS.

#### SYSTEM OF GRADING.

Students are graded on the following basis and scale : 100 is taken as the maximum, 0 as the minimum per cent. A certificate of completion is granted a student when he has attained an average of 75 per cent on a branch. In this average, recitation counts half and examinations half. In order to be recommended for a diploma of graduation, however, a student must have attained an average, on all the studies required in the course, of 80 per cent. A grade of over 95 per cent is considered excellent, between 85 and 95 good, between 75 and 85 medium, under 75 poor. Students who do not make an average, on the majority of subjects pursued, of at least 75 per cent are liable to be dropped from the rolls of the school.

### REPORTS.

At the close of each term a written report is sent the parent of every pupil in attendance here, showing the standing of the pu-

pil in the work pursued and also including his deportment grade. This latter is based upon the student's general conduct in and out of school, while under the teachers' observation. The regulations of the school are on such a broad and liberal basis that it is easily possible for the earnest, industrious and well-behaved student to make the maximum of 100 per cent. The conduct of students making 75 per cent or under in deportment, during any one term, will be subject to special investigation by the Principal, and unless there is marked improvement during the following term the student is liable to be dropped from the rolls of the school.

#### THE PERMANENT RECORD.

In the Principal's office is kept a permanent record of every student enrolled. On this record are entered the grades, both study and deportment, of each student, which are sent out on the term reports to the parents, together with the record of any other work that may be from time to time required. A card record is also kept by each teacher in the school, as well as also a class-book record. In this way the progress of each student is carefully noted, and advice and encouragement are given all who seem to need it. Careless and indolent students will not find a congenial atmosphere in this school.

#### CREDIT FOR WORK DONE ELSEWHERE.

Credit will be given students for satisfactory work done in other Normal Schools of the State, and also for such work done in such other schools as will seem, in the estimation of the faculty, to deserve accredited standing.

#### RESULTS AND OPPORTUNITIES.

The Academic diploma of the State Normal Schools is accepted by our State University as entitling the student to enter the Freshman class without examination, additional advanced standing being often accorded students in some of the subjects satisfactorily passed here. Other colleges and universities also recognize work done here, and our graduates usually maintain a high and honorable standing in the higher institutions of learning to which they go.

The Normal Diploma granted by the West Virginia State Normal Schools has received recognition by seventeen States of the

Union, entitling the holder to a teacher's certificate without examination. Our own State is not quite so liberal, but grants a State Certificate of the Second Class to Normal diploma holders who have taught for three years on a number one county teacher's certificate, without examination. At the expiration of this certificate, the Normal graduate may receive, on application, a State Certificate of the First Class, provided he has taught four years under a second-class certificate.

Good teachers are in unusual demand at this time, and wages are slowly but surely getting better. The unusually rapid material development of our State within the last few years has revolutionized wages in other fields of labor, and the teacher's profession is bound to come in for its fair share of the increase. Our graded and high schools are rapidly multiplying, since towns are springing up everywhere and are rapidly growing toward city dimensions. Here, well educated teachers are in demand, and must be supplied largely by the Normal Schools.

Next to University graduates, Normal School graduates certainly have the preference in all sections of the State, and the time is not far distant when largely only professionally-trained teachers will be employed to teach our youth.

#### FREE SCHOLARSHIPS.

##### THE WASHINGTON AND LEE UNIVERSITY SCHOLARSHIP.

President Denny of the Washington and Lee University has put at the disposal of the Faculty one Annual Free Scholarship in the academic or engineering department of his school. This scholarship is to be awarded to a member of the senior class who has shown himself extra proficient in his studies, and entitles the holder to free tuition in either or both of these departments in the University.

##### THE TULANE UNIVERSITY SCHOLARSHIP.

President Craighead of Tulane University has also put at the disposal of the Faculty one annual scholarship in his university. This is also to be awarded to a member of the senior class, and entitles the holder to free tuition in that school.



### THE READING ROOM.

In connection with the library, a reading room is maintained by the school which is supplied with much current literature. This reading room is open every school day from the opening of school till four o'clock in the evening. Since we have such excellent lighting facilities, this room may also be kept open at night during stated periods. Regulations pertaining to this will be made later on by the Faculty.

The following periodicals are on the reading table :

#### QUARTERLY.

The Forum,                      Quarterly Journal of Economics,  
New York Teachers' Monographs.

#### MONTHLY.

American Education,  
The Arena,  
The Atlantic Monthly,  
The Bookman,  
The Century Magazine,  
Country Life in America,  
Current Literature,  
The Educational Review,  
The Etude,  
Everybody's Magazine,  
Harper's Magazine,

The Ladies' Home Journal,  
McClure's Magazine,  
The North American Review,  
The Normal Instructor,  
The Perry Magazine,  
The Reader's Magazine,  
The Review of Reviews,  
System,  
The West Va. School Journal,  
The World's Work.

#### WEEKLY.

\*The Advocate of Peace,  
The American Economist,  
\*The Eastern Panhandle,  
\*The Farmers' Advocate,  
\*The Hampshire Review,  
\*The Herald, Martinsburg,  
The Independent,  
The Literary Digest,  
\*The Morgan Messenger,  
\*The Spirit of Jefferson,  
\*The News, Morgan County,

\*The Tygart's Valley News,  
The Nation,  
The New York School Journal,  
The Outlook,  
\*The Parsons Advocate,  
The Pathfinder,  
The Scientific American,  
\*The Shepherdstown Register,  
\*The Virginia Free Press,  
\*The Weekly Examiner.

#### DAILY.

Baltimore Sun,              Wheeling Intelligencer,              \*Martinsburg World.

The exchange list of the "PICKET," the school paper, numbering about fifty sprightly, newsy school papers, may also be found on the reading tables.

\* The papers marked by a star, are sent to the school complimentary by their publishers, whose public-spiritedness and liberality is highly appreciated by faculty and students alike, and to whom our hearty thanks are herewith expressed.





THE PARTHENIAN LITERARY SOCIETY



THE CICERONIAN LITERARY SOCIETY



## LITERARY SOCIETIES.

There are two flourishing literary societies in the school—the Ciceronian and the Parthenian. They are volunteer organizations, and hold meetings every Friday afternoon during the school year. They are, of course, presided over by students of the school, which affords all a most excellent opportunity of acquainting themselves with parliamentary usage and custom. Primarily, they are for the purpose of developing and nurturing, in the most practical way, a taste for, and the ability to do, literary work of merit. This they are accomplishing in a very satisfactory manner, as is attested by the success of our students and graduates in literary contests. The Wilkinson Prize Oratorical Contest and the Annual Inter-Society Contest are doing much to stimulate the work of the societies. It is hoped that a Debating Club may soon be formed with some institution of similar rank, and that an annual debating contest may be thus added to the list of our literary contests.

Following is the Inter-Society Contest programme rendered on the evening of June 13, 1905:

## Ciceronian.

## Parthenian.

## 1. Debate.

Geo. B. Folk, Negative.

J. L. Miller, Affirmative.

Question: *Resolved*, That the acquisition of the Philippine Islands by the United States was a mistake.

## 2. Oration.

C. S. Osbourn,  
*"The Corporations and  
 the People."*

E. W. Halleck,  
*"Retributive Justice in  
 National History."*

## 3. Essay.

Helen Link,  
*"Woman in Humanita-  
 rian Work."*

E. L. Luttrell,  
*"Competition an Element  
 of Progress."*

## 4. Declamation.

Louise Welshans,  
*"Cigarette's Last Ride."*

Louise Licklider,  
*"The Wrestler of Philippi."*

## THE SHEPHERD COLLEGE PICKET.

The Shepherd College Picket is a sprightly school paper, edited by the students of the school, and published the last Thursday of every month during the school year. It has for its motto "To interest all in our affairs," and affords much practical literary work for students who belong to the staff of editors or write for its columns. This journal has reached its tenth year of usefulness without missing a single issue. The Picket management takes this means to thank their friends, the alumni, students, and business men, whose liberal support in different ways has made its existence possible in the past, and they hope that such favors will be extended to them in the future.

## STAFF OF EDITORS, 1904-1905.

## EDITORS.

John D. May, '06.

Edna Sprung, '06.

## ASSISTANT EDITORS.

Agnes Cady—Exchange.

Helen Link—College News.

C. S. Osbourn and Louise Welshans—Locals and Personals.

Edgar Halleck—Alumni Notes.

Agnes Cady—Parthenian Literary Society.

Louise Welshans—Ciceronian Literary Society.

Mary Pendleton—Class '05.

Alice Banks—Class '06.

Business Manager—S. H. Barnhart.

Assistant Business Manager—Ernest Bell.

## SHEPHERD COLLEGE LECTURE AND ENTERTAINMENT COURSE.

It is the purpose of the management of the school to arrange, each year, for a first-class lecture and entertainment course. These courses have proved very helpful and enjoyable, and have added much to the social and intellectual life of the school and the community, whose liberal patronage has made them possible. Special rates for the season's course are given to students of this school, and nearly all take advantage of the fine opportunity thus offered of hearing first-class platform talent. Following is a list of the entertainments given during the year 1904-05:

The Parker Concert Company.

Durno, Prince of Magicians.

Hon. Mattison Wilbur Chase—Lecture; subject: "Why; or the Problem of Life."

The Royal Hungarian Court Orchestra.

Hon. George R. Wendling—Lecture; subject: "Unseen Realities."

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DONATIONS.

It is not our purpose to make mention here of all the gifts to the school by its many friends during the past thirty-three years of its existence. Acknowledgment is made of those only that have been made during the past two years—not that those previously made are not as thoroughly appreciated, but because the list might have to be extended beyond a desirable length and because a number of them were destroyed with the building in the fire of 1897.

The Class of 1900 has given the school a handsome picture with the name of each member of the class inscribed on an inserted card. This picture helps to adorn the Principal's office.

William Gilmore Neill, of the Class of 1899, has given the school the use of some valuable books and has donated to the Biological Laboratory some excellent specimens.

Margaret Reynolds Welshans has presented a splendid statue of "Winged Victory" to the school. It adds greatly to the appearance of the Library, where it occupies and adorns a friendly nook.

## FREE LECTURES.

During the past two years, the members of this school have had the pleasure of listening to a series of most excellent lectures delivered by Dr. Waitman Barbe, of the West Virginia University, and by Rev. Dr. Haithcox, of the Lutheran Church of this town. This mention is made in appreciation of their valuable services, given gratuitously to the school.

## LOCAL PRIZES.

As incentives to do the best work in the various departments, friends of the school this year offered the following prizes :

1. A gold medal by Regent H. L. Snyder, to the best all-round student in the school.
2. A gold medal by First Assistant J. D. Muldoon, for loyalty to duty.
3. \$20.00 by Mrs. J. G. Knutti, to be distributed in prizes to the literary societies for the best debate, oration, essay and declamation at the Inter-Society Contest.
4. A gold medal by J. G. Knutti, for the best-drilled cadet.

### THE INTER-NORMAL SCHOOL CONTEST.

For some years past Mr. A. J. Wilkinson, of Grafton, W. Va., has provided for an annual contest in oratory between all the Normal Schools of the State. He has, each year, offered liberal prizes to the winners, and has thereby stimulated a healthy intellectual rivalry between these State institutions and, incidentally, has done much to keep up in them the flame of oratory which unfortunately has been threatened with total extinction in many of the higher institutions of learning. These contests, having been held in many of the principal towns of the State, and having always attracted large audiences, have also done much to bring to the attention of the people generally the good work done along this line in our State Normal Schools. Not only these schools, but the State as well, owe Mr. Wilkinson a debt of gratitude for this meritorious enterprise. Shepherd College Normal has been very successful in these contests from their first inception eight years ago, as appears from the number of prizes captured by our representatives during that time. This school has to its credit: One first prize, won by Katharyn Donley in 1900; four second prizes, won by Lewin Kibler, Herbert C. Miller, Louise Anna Snyder, and J. L. Miller in the years 1899, 1901, 1904, and 1905, respectively; one third prize, won by Eugene Barnhart in 1902.

### CHRISTIAN ORGANIZATIONS.

#### Y. W. C. A.

A branch of the Young Women's Christian Association has been established in this school since 1903. Since its first organization it has been steadily increasing in its membership and good influence in the school. While the religious life and moral culture are its chief aim, it also promotes the social side of school life. The Association has already done much to make the girls who come to school here for the first time "feel at home," and the example of these Christian girls is, as a rule, worthy of emulation; so that their influence for good has already been felt in many directions, and the Association gives promise of increasing its usefulness in future. They now occupy as their home a nice room which they have themselves furnished in the old building.

The officers are as follows:

President—Alice M. Banks.  
Vice-President—Grace Knott.

Secretary—Agnes Cady.  
Treasurer—Edna Sprung.



## Y. M. C. A.

The Young Men's Christian Association dates its beginning here to the winter of 1903-4. Much of what has been said of the Y. W. C. A. applies equally well to this organization. The influence of these young men, though few in number, banded together for the purpose of mutual assistance in Christian living, has been no uncertain factor in the moral upbuilding of the school. They will also own and occupy a room in the old building, which has been set apart for them and which will in due time be properly furnished.

Following are the names of their officers :

President—C. S. Osbourn. Secretary—G. B. Folk.  
Vice-President—G. W. Whiting. Treasurer—Boyd Randal.

## MUSICAL ORGANIZATIONS.

## SHEPHERD COLLEGE BAND.

In order to foster musical interest among the boys in the school, instruments were purchased and a band was organized. Meetings are held twice a week, by means of which the rudiments of music have been fairly mastered and the boys have been heard on several occasions with credit.

## THE ORGANIZATION.

J. D. Muldoon, Leader—Solo Cornet.

Fred Cooper—Bass Drum.	Homer McDonald—2nd Alto.
Staley Hause—Snare Drum.	Ev. Magruder—Cornet.
John May—Tuba.	Henry Barnhart—Cornet.
Forrest Engle—Bb Bass.	Tanner Link—Cornet.
Cleon Osbourn—Trombone.	Herman Merchant—Cornet.
Harris Hiedwohl—Baritone.	Edward Barnhart—Clarinet.
George Sisler—1st Alto.	

Instruction in these instruments has been given free to the members of the band.

## SHEPHERD COLLEGE ORCHESTRA.

Several members of the school in conjunction with citizens of the town form this musical organization. Much of the music for entertainments during the year and for Commencement is furnished by the orchestra. The school furnishes instruments and instruction free of charge, and in other ways encourages this organization.

## THE ORGANIZATION.

J. D. Muldoon, Director—Solo Violin.

E. B. Spedden—1st Violin.	Julian Rush—1st Violin.
Charles Morgan—1st Violin and Viola.	Ella Kelsey—2nd Violin.
Benjamin Hartzell—Bass Viol.	Edward Barnhart—Clarinet.
Harris Hiedwohl—1st Cornet.	Henry Barnhart—Flute.
M. K. Rightstine—Drums, etc.	Anna Woolery—Piano.



### ATHLETICS.

The need of wholesome out-door exercise is everywhere felt, but nowhere more than in the schools. One of the secrets of successful study is undoubtedly the taking of a due amount of healthy exercise. In order to provide a place suitable for games such as baseball and tennis, the school has rented and graded grounds convenient to the school, and the management is looking forward to securing an appropriation from the Legislature for the purchase of an athletic field, which would form a very important and necessary adjunct to our otherwise excellent and almost complete equipment.

While we encourage and give due prominence to this phase of school life, we by no means magnify nor exalt it, as unfortunately, so many schools do, above the other greater essentials to the "harmonious development of all the human powers." Nor do we foster, nor even countenance, professional athletics, which seems to be the bane of so many modern-day schools. The Faculty passed a rule during the year which confines athletics strictly to students regularly enrolled in the school; that is to say, no outsiders are allowed to play on any of our school teams. Our aim is to maintain athletics purely amateur and inter-school.

### BASEBALL.

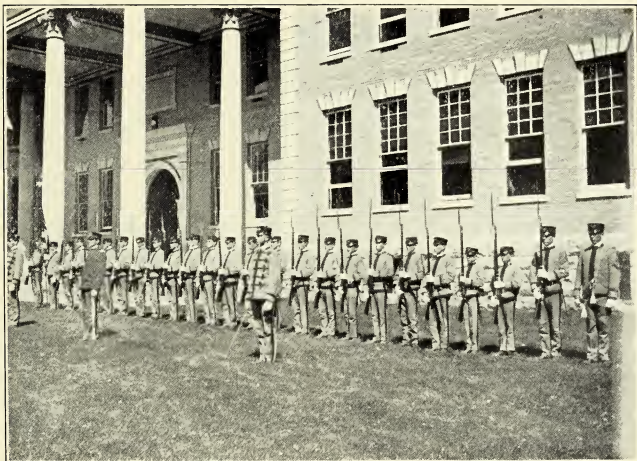
Good baseball teams were organized during the current year, and a number of games were played, all of which, up to the time of writing this account, were won. The team possesses a complete equipment in uniforms, masks, protectors, gloves, etc., and always gives a good account of itself.

### TENNIS.

Senator Getzendanner, of Charles Town, has kindly put at the disposal of the school a nice town lot, conveniently situated for this excellent out-door game. The lot was graded and put in good condition by the school, and it has done much to stimulate athletics among the girls, who had been hitherto somewhat neglected in this regard.

### CROQUET.

Croquet sets are also furnished the students by the school. While this is an old game, it is still enjoyed by many who prefer it to games requiring more violent exertion.



THE SHEPHERD COLLEGE CADET CORPS



BASEBALL TEAM, 1905



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BASKETBALL.

This game was monopolized during the past winter by the girls of the school, who took great interest in the sport. The boys did not play for the lack of organization among them. The gymnasium affords ample room for playing this popular indoor game.

## THE GYMNASIUM.

In a climate like ours, where during so much of the year the weather is unfit for out-door sports, it is essential that schools have gymnasia of dimensions adequate to admit of various indoor games and exercises, and equipped with all needed appliances for the development of the "physical man." Shepherd College possesses such a gymnasium. It occupies a large part of the basement of the new building, and is being equipped with the gymnasium appliances that we already possess and which the school will be able to purchase.

## THE SHEPHERD COLLEGE CADET CORPS.

This organization has been a permanent feature of the school since its first organization in 1902. It is composed of volunteers from among the young men of the school, and much interest has been manifested in it during its entire existence. Its organization is similar to that of a company of infantry of the United States Army, and it possesses a complete equipment in Springfield rifles, belts, bayonets, and other accessories, the officers being provided with handsome swords. A beautiful flag, a bugle, fife and drums also add materially to its equipment.

The Corps is uniformed in cadet gray. The uniform is an exact pattern of the uniform worn by State cadets at the West Virginia University; except that our cap is patterned after that of officers in the U. S. Army, and is surmounted by a gold wreath encircling the letters "S. C. C." The collar of the blouse is also decorated with the letters "S. C." and with silver "service bars."

Hour drills are given twice a week, and the Corps has mastered many of the evolutions of the squad, platoon and company as prescribed in the latest revised U. S. A. Infantry Drill Regulations, besides the manual of arms, firing, and many of the ceremonies. Its most notable achievement thus far was its participation, on March 4th last, in the Presidential Inaugural Parade.

*Roster of Officers, Non-Commissioned Officers and Privates.*

## STAFF AND NON-COMMISSIONED STAFF.

J. G. Knutti (Captain on the Supernumerary list of officers, West Virginia National Guard)—Captain of the Cadet Corps.

Cadet First Lieutenant J. D. Muldoon—Leader of the Band.

Cadet First Sergeant C. S. Osbourn—Acting Adjutant.

Cadet Sergeant A. L. Sprung—Color Bearer and Acting Quartermaster Sergeant.

Cadet Sergeant H. Hiedwohl—Chief Musician. †

## FIELD.

Captain J. G. Knutti—Commanding the Company.

Cadet First Lieutenant—J. L. Miller.

Cadet Second Lieutenant—F. F. Clendening.

Cadet First Sergeant—C. S. Osbourn.

## CADET SERGEANTS.

Ernest Bell,

G. W. Whiting,

G. B. Folk.

## CADET CORPORALS.

Norman Rider,

J. E. Schley,

H. E. Snyder,

D. T. Link,

Ernest Hendricks,

E. A. Hawse.

## CADET MUSICIANS.

S. H. Barnhart,

J. E. Barnhart,

J. M. Garrott.

## CADET PRIVATES.

Athey, L. E.

Banks, H. M.

Boone, Z. S.

Butts, E. H.

Cook, J. G.

Crowell, C. W.

Duke, L. D.

Engle, F. D.

Foltz, C. K.

Glover, V. L.

Knott, R. M.

Kremer, F. W.

Magruder, E. L.

Miller, A. S.

Miller, M. †.

Morrow, E. W.

Park, J. H.

Pendleton, B. S.

Poffenberger, A. L. \*

Porterfield, J. S.

Reinhart, T. C. \*

Shanholtzer, C. E.

Snyder, H. M.

Snyder, W. B.

Tabler, G. C.

Triplett, C. C.

Vanscoy, H. G.

Wetzel, C. B.

Ware, J. C.

† Vice W. B. Daniels, died.

\*Dropped from the Rolls.

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EDITORS AND PUBLISHERS.

We wish to express our thanks to editors and publishers throughout the Eastern Panhandle and elsewhere for favorable mention of our school in their columns. The generosity manifested by many in placing copies of their papers on file in the Reading Room of the school has been thoroughly and gratefully appreciated.

## COUNTY SUPERINTENDENTS.

We take this opportunity to thank the county superintendents of the Eastern Panhandle for their co-operation in the past. We hope to merit these favors in the future. This school is yours. It belongs to no county, but to the people of the State. A word from you when you visit your teachers may influence them to come to this school. We hope you may recommend to them the Normal School in their own district, which is making an honest endeavor to meet the public schools' needs in this section of the State.

## VISITORS.

This school is always open to the public. Parents and guardians are cordially invited to visit it often, and learn what it attempts to do.

School committees, superintendents and teachers are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times, and for any length of time.

## ALUMNI.

This association now numbers 323 members. It holds a regular meeting and banquet each year, one day of commencement week.

It is confidently believed that all graduates of the school will manifest a lively interest in its welfare. Their influence on the school is plainly seen and will doubtless increase. The Faculty desires to be informed of the success of the graduates and also to render them professional assistance as far as possible.

It is the desire of the Principal to know the permanent address of each one who has been graduated from the Normal School. Any change in residence or occupation, if made known, will be properly reported. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.





## COURSES OF STUDY.

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As already explained elsewhere, this school offers \*two separate courses of study, namely, the Normal Course and the Academic Course.

Entrance requirements for either of these courses are the same as those previously explained for entrance to the school.

No tuition or fees, aside from those already explained as required of each student who enrolls in the school, attach to either of these courses of study.

These courses run parallel up to the Junior year. Beginning with that year, the Normal student pursues largely professional studies, while the Academic student pursues ancient or foreign languages instead. Both courses are completely outlined elsewhere, and the prospective student can tell at a glance what work he could expect to pursue in each, by reference to the "Schedule of Subjects."

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\*The courses in Music and Elocution are outlined elsewhere in this catalogue.

## The Normal Course.

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The design of the Normal School is to aid, young men and women in their special preparation for teaching. The advantage of having trained teachers is becoming to be appreciated more and more by the people of the State. Knowing this, those in charge of the Normal School are making every effort to prepare their students thoroughly, both in subjects to be taught in the schools of the State, and in the methods of teaching.

At the same time, it is fully realized that those who are to have the training of the young in charge need more than mere learning; they must be living types of true manhood and true womanhood,—they must be men and women of character. To this end, the duty of right living, on the part of the teacher, is fully pointed out and insisted upon. The teacher's life must be an inspiration to the pupil to Christian living as well as to intellectual advancement. The teacher must also be a student of children as well as books. He must understand the *laws* of the development of the human intellect before he can be entrusted with that development. Education does not consist alone in the number of facts learned and remembered, though the importance of this should not be underestimated. A well rounded and thoroughly developed mind should be the aim of every student. This cannot be obtained by rushing through the course with a view merely to passing examinations. The feeding of the mind, like the feeding of the body, must be accomplished with a decent regard for the time necessary to digestion. Mental dyspepsia is more dangerous than the physical form of that disease.

Except by special permission of the Principal, no student will be permitted to pursue more than five regular studies at one time.

### NORMAL DIPLOMA.

To receive a Normal Diploma the student must complete the full Normal Course, and must have a standing of 80 per cent. These diplomas entitle the holder to a second-class State certificate upon the following conditions: The State Board of Examiners issues two classes of certificates; first-class for twelve years,



THE Y. W. C. A.



A GAME OF CROQUET



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second-class for six years. "The second-class certificate shall be issued, upon application, without examination, to the graduates of the State Normal School and its branches, and of the State University, when said graduates shall have presented to the Board satisfactory evidence that they have taught successfully three years in the State under a number one county certificate ; two of said three years shall immediately precede the application for such certificate." Such certificates shall be equivalent to a number one county teacher's certificate granted by the State Superintendent of Schools, and shall be valid in any school district in the State.

# Normal Course.

## SCHEDULE OF SUBJECTS.

### FIRST YEAR.

Arithmetic— <i>Milne</i> .....	3 terms
Bookkeeping— <i>Bryant and Stratton</i> .....	1 term
Geography— <i>Roddy</i> .....	2 terms
Grammar— <i>Reed &amp; Kellogg's Graded Lessons</i> .....	3 terms
Physiology— <i>Overton</i> .....	1 term
U. S. History— <i>McMaster</i> .....	2 terms

### SECOND YEAR.

Advanced Grammar— <i>Patrick</i> .....	2 terms
Algebra—Academic— <i>Milne</i> .....	2 terms
Botany—(Text to be adopted).....	1 term
Civics— <i>Willoughby</i> .....	1 term
English—Higher Lessons— <i>Reed and Kellogg</i> .....	1 term
General History— <i>Myers</i> .....	1 term
Grecian History— <i>Botsford</i> .....	1 term
Mental Arithmetic— <i>Brooks</i> .....	1 term
Physical Geography— <i>Davis</i> .....	1 term
Roman History— <i>Morey</i> .....	1 term

### THIRD YEAR.

Algebra—Academic— <i>Milne</i> .....	1 term
Astronomy— <i>Young's Lessons</i> .....	1 term
English History— <i>Montgomery</i> .....	1 term
Geology— <i>Le Conte</i> .....	1 term
Latin—First Year— <i>Smiley &amp; Storke</i> .....	3 terms
Rhetoric— <i>Quackenbos</i> .....	3 terms
Zoology— <i>Holder</i> .....	1 term

### JUNIOR YEAR.

Economics— <i>Laughlin</i> .....	1 term
Geometry Plane and Solid— <i>Milne</i> .....	3 terms
History of Education— <i>Compayre</i> .....	1 term
Latin—Second year.....	3 terms
Literature—English and American— <i>Painter &amp; Hawthorne &amp; Lemon</i> .....	3 terms
Theory and Practice— <i>Page</i> .....	1 term

### SENIOR YEAR.

Chemistry— <i>Storer and Lindsay</i> .....	2 terms
Ethics (Text to be adopted).....	1 term
Pedagogy— <i>Boyer</i> .....	1 term
Physics— <i>Avery</i> .....	3 terms
Psychology— <i>Halleck</i> .....	1 term
Teachers' Training Work (Texts varied).....	3 terms
Trigonometry (Text to be adopted).....	1 term

Orthography, Reading and Composition throughout the Course.

## THE NORMAL COURSE.

## SCHEDULE BY TERMS.

## FIRST YEAR.

## FALL TERM.

Arithmetic.  
Geography.  
Grammar.  
U. S. History.

## WINTER TERM.

Arithmetic.  
Geography.  
Grammar.  
U. S. History.

## SPRING TERM.

Arithmetic.  
Physiology.  
Grammar.  
Bookkeeping.  
Prep. Mental Arithmetic.

## SECOND YEAR.

Mental Arithmetic.  
Advanced Grammar.  
Grecian History.  
Physical Geography.  
Prep. Algebra.

Algebra.  
Advanced Grammar.  
Roman History.  
Civics.

Algebra.  
Higher English.  
Geology or Astronomy.  
English History.

## THIRD YEAR.

Algebra.  
Rhetoric.  
Latin.  
Zoology.

Algebra.  
Rhetoric.  
Latin.  
General History.

Algebra.  
Rhetoric.  
Latin.  
Botany.

## JUNIOR YEAR.

Geometry.  
American Literature.  
Latin.  
History of Education.

Geometry.  
English Literature.  
Latin.  
Economics.

Geometry.  
English Literature.  
Latin.  
Theory and Practice.

## SENIOR YEAR.

Physics.  
Chemistry.  
Psychology.  
Teachers' Training  
Work.

Physics.  
Chemistry.  
Ethics.  
Teachers' Training  
Work.

Physics.  
Trigonometry.  
Pedagogy.  
Teachers' Training  
Work.

NOTE—Orthography and composition throughout the course. Vocal music and drawing to be provided for by the Principal.



## The Academic Course.

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This department was added by the Board of Regents in 1885 and is intended to prepare students to enter West Virginia University or institutions of similar rank.

### COURSE OF STUDY.

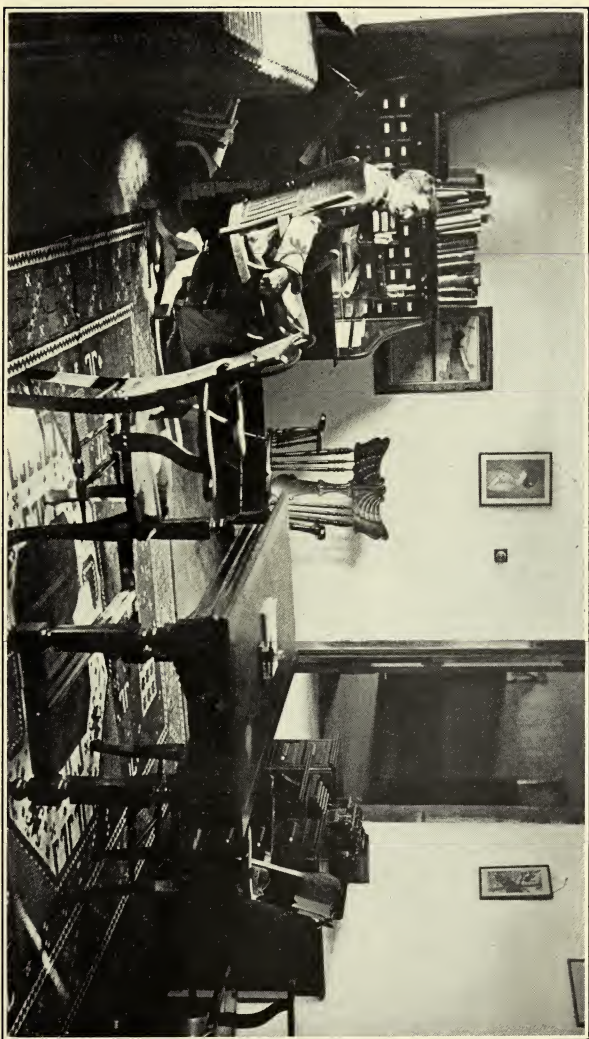
This course is similar to that of the best preparatory schools of the country ; indeed, it is more complete than the course that most of them offer, for, while strictly preparatory schools aim only to teach the subjects that are required for entrance to the Freshman class of the college or university, our course, while meeting fully all of these requirements, does more : it furnishes the student with a fair educational equipment for the ordinary pursuits of life. It rounds out the student in so far as a secondary course of study can round out ; but it also points upward and beyond secondary to university education.

Inasmuch as the West Virginia University and other higher institutions of learning to which we send our students, have incorporated the elective system, the course of study offered in this school should prove especially attractive to those contemplating ultimately to take work leading to academic degrees ; because we do our work so well that it is accepted without question in all universities for *entrance*, and some grant our students *advanced standing*, indicating thereby their willingness to accept our work, as far as we go, as an equivalent of work done in residence at such school. Students who contemplate becoming civil, mining, or electrical engineers should keep this specially in mind, since we can give them all the preparatory work, and perhaps more, at much less cost to them than they can get it at the higher institution to which they intend to go.

### ACADEMIC DIPLOMAS.

The State Superintendent of Free Schools is authorized to issue to the student completing the course a diploma which will be received at the State University as an equivalent to its Preparatory Course. That allows him to enter the University classes.

No student falling below a class standing (including examinations) of eighty per cent shall be entitled to a diploma.



THE PRINCIPAL'S OFFICE



# Academic Course.

## SCHEDULE OF SUBJECTS.

### FIRST YEAR.

Arithmetic— <i>Milne</i> .....	3 terms
Bookkeeping— <i>Bryant and Stratton</i> .....	1 term
Geography— <i>Roddy</i> .....	2 terms
Grammar— <i>Reed &amp; Kellogg's Graded Lessons</i> .....	3 terms
Physiology— <i>Overton</i> .....	1 term
U. S. History— <i>McMaster</i> .....	2 terms

### SECOND YEAR.

Advanced Grammar— <i>Patrick</i> .....	2 terms
Algebra—Academic— <i>Milne</i> .....	2 terms
Botany—(Text to be adopted).....	1 term
Civics— <i>Willoughby</i> .....	1 term
English—Higher Lessons— <i>Reed and Kellogg</i> .....	1 term
General History— <i>Myers</i> .....	1 term
Grecian History— <i>Botsford</i> .....	1 term
Mental Arithmetic— <i>Brooks</i> .....	1 term
Physical Geography— <i>Davis</i> .....	1 term
Roman History— <i>Morey</i> .....	1 term

### THIRD YEAR.

Algebra—Academic— <i>Milne</i> .....	1 term
Astronomy— <i>Young's Lessons</i> .....	2 terms
English History— <i>Montgomery</i> .....	1 term
Geology— <i>Le Conte</i> .....	1 term
Latin—First Year— <i>Smiley &amp; Storke</i> .....	3 terms
Rhetoric— <i>Quackenbos</i> .....	3 terms
Zoology— <i>Holder</i> .....	1 term

### JUNIOR YEAR.

Geometry—Plane and Solid— <i>Milne</i> .....	3 terms
Greek—First Year— <i>White</i> —or } German—First Year, }	3 terms
Latin—Second Year—or } French—First Year, }	3 terms
Literature—English and American— <i>Painter &amp; Hawthorne &amp; Lemon</i> .....	3 terms

### SENIOR YEAR.

Chemistry— <i>Storer and Lindsay</i> .....	2 terms
Greek—Second Year—or } German—Second Year, }	3 terms
Latin—Third Year—or } French—Second Year }	3 terms
Modern History—(text to be adopted).....	1 term
Mediaeval History—(text to be adopted).....	1 term
Physics— <i>Avery</i> .....	3 terms
Trigonometry (Text to be adopted).....	1 term

Orthography, Reading and Composition throughout the Course.

## THE ACADEMIC COURSE.

## SCHEDULE BY TERMS.

## FIRST YEAR.

## FALL TERM.

Arithmetic.  
Geography.  
Grammar.  
U. S. History.

## WINTER TERM.

Arithmetic.  
Geography.  
Grammar.  
U. S. History.

## SPRING TERM.

Arithmetic.  
Physiology.  
Grammar.  
Bookkeeping.  
Prep. Mental Arithmetic.

## SECOND YEAR.

Mental Arithmetic.  
Advanced Grammar.  
Grecian History.  
Physical Geography.  
Prep. Algebra.

Algebra.  
Advanced Grammar.  
Roman History.  
Civics.

Algebra.  
Higher English.  
Geology or Astronomy.  
English History.

## THIRD YEAR.

Algebra.  
Rhetoric.  
Latin.  
Zoology.

Algebra.  
Rhetoric.  
Latin.  
General History.

Algebra.  
Rhetoric.  
Latin.  
Botany.

## JUNIOR YEAR.

Geometry.  
American Literature.  
Latin or French.  
Greek or German.

Geometry.  
English Literature.  
Latin or French.  
Greek or German.

Geometry.  
English Literature.  
Latin or French.  
Greek or German.

## SENIOR YEAR.

Physics.  
Chemistry.  
Latin or French.  
Greek or German.

Physics.  
Chemistry.  
Latin or French.  
Greek or German.

Physics.  
Trigonometry.  
Latin or French.  
Greek or German.

NOTE—Modern and Mediæval History optional the senior year. Orthography and composition throughout the course. Vocal music and drawing to be provided for by the Principal.

## THE WORK OF THE DEPARTMENTS.

### DEPARTMENT OF PROFESSIONAL WORK.

Teaching is fast becoming a profession throughout the world. The teacher must, therefore, become more and more a trained and skilled workman, one who understands the material with which he works ; its laws of growth, its limitations, and its possibilities. Teaching is both a science and an art, and he who would be most successful in it must study it most. The inborn qualities of a teacher are all important, to be sure, but even the most gifted needs to reinforce this gift by a study of the work and methods of the masters of the profession. In order to furnish the prospective teacher with at least the most fundamental essentials for the successful prosecution of this noble work, the Board of Regents has laid down the following course of Professional study for the normal schools of this State :

- |                             |   |   |   |   |   |   |   |            |
|-----------------------------|---|---|---|---|---|---|---|------------|
| 1. Psychology,              | - | - | - | - | - | - | - | *1 course. |
| 2. Pedagogy,                | - | - | - | - | - | - | - | 1 course.  |
| 3. History of Education,    | - | - | - | - | - | - | - | 1 course.  |
| 4. Ethics,                  | - | - | - | - | - | - | - | 1 course.  |
| 5. Teachers' Training Work. | - | - | - | - | - | - | - | 3 courses. |

### PSYCHOLOGY.

Psychology is the most fundamental of all the pedagogic studies, and is therefore dwelt upon throughout the Senior year. Physiology is an absolute pre-requisite to an intelligent study of psychology, since physical function must so largely determine mental operations. The physical senses are the basis of all knowledge, and hence the importance of studying the psychico-mental organism for a correct understanding of the communication and assimilation of knowledge, and of the laws underlying the operations of the mind. The practical side of psychology receives most attention, and this deals directly with individual

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\*A course as spoken of in this catalogue means the continuation of a study for one term of twelve to fourteen weeks of five 45-minute recitations a week.

introspection for the purpose not only of observing the mental processes, but of deducing the laws underlying these, of cultivating the proper mental states, and of properly subordinating, co-ordinating and developing the various faculties and propensities of the mind. The fall term is devoted to the study of the text proper, but the subject is again reviewed in connection with the spring term's work in pedagogy. An attempt will be made to gradually introduce the laboratory method of study in this branch.

#### PEDAGOGY.

"The individual teacher must have a part in the construction of the science in which his art is to have its foundations." How large a part this is to be, must necessarily depend upon his analytic knowledge of human nature and his capacity for logical and synthetic thinking. Most aspirants for the teaching profession do not possess knowledge requisite for taking a very large part in the constructive work, but must seek guidance and re-enforcement in scientific treatises on the subject. To supply these essentials is the aim of the course. After a thorough review of psychological principles, the problem of the correlation of studies and the best methods of teaching them is taken up, as are also the principles of instruction, knowledge, and culture underlying each of them. Special attention is paid to the so-called science-method of teaching, which develops all the branches by the ideal succession of observation, induction, and deduction. The spring term is devoted to this subject.

#### THEORY AND PRACTICE.

The old but excellent text by David Page is used as the basis of this work, but it is largely supplemented by readings from the best modern authors upon this subject, as suggested by Mr. Branson, the editor. Oral and written reports on these readings are presented to the class by the students. An attempt is made to make this work not only theoretical and practical but also inspirational. The high calling of the teacher and his consequent responsibility are pointed out, and the best, both in educational and moral qualification, is insisted upon. The spring term is devoted to this study.



## TEACHERS' TRAINING WORK.

Three courses are offered in this branch of work. The fall term is devoted mainly to a study of the best methods of teaching the common school branches and to child study. During the winter term the work consists in teaching some of the regular classes in the school under the immediate supervision, usually, of a member of the faculty, who acts for the time being the part of a critic-teacher. In this way a good estimate of the student's ability to teach can be made, and his methods, where they are defective, are corrected. The students so assigned are designated as assistants to the teachers under whose supervision they teach and whose methods they study, and are required to carry on the work of the teacher in the particular branch to which they are assigned as often as they are called upon to do so. This is at least once a week ; but every day they are required to make such preparation of the lesson as will enable them to take charge of the work upon the request of the teacher, and are required to be present at every recitation unless excused in the same manner as in any other branch of study.

The spring term is devoted to the continuation of this practice work in teaching, or to a review of the common school branches, or both. Splendid opportunity for this review work is now afforded since the organization, every spring, of special teachers' review and training classes.

## HISTORY OF EDUCATION.

This study provides for a general survey of the rise and progress of education and educational systems of ancient, mediæval and modern times ; the consideration of these in their relation to one another ; how each developed alone or from some other ; and the influence wielded by each system in the development of the country to which it belongs.

With this object in view, a study is made of the educational ideas and means provided for education, by the Egyptians, Hebrews, Greeks and Romans ; the educational ideas of the Middle Ages, the rise of the Monastic, Scholastic and University systems ; the Renaissance, Humanism, and the Jesuitical schools ; educational reformers and their work, including the study of the work of Rabelais, Montaigne, Ratich, Comenius, Rosseau, Froebel and Pestalozzi ; and finally a comparative and critical study

of the educational systems of the leading countries of the modern day, with a view to the better understanding of the excellencies and defects existing in our own.

#### ETHICS.

One course is given in this branch. A short study is made of its scope and of its relation to other sciences. The different theories of the moral standard are considered. A more extended study of our moral obligations is made, together with an investigation into that part of human life that goes out into action; that is, conduct. The moral principle is ever kept in view. In this way man's relation to his fellow-man and to God is brought out, and the duty of right living is emphasized. "Conduct as a Fine Art" has been used the past year as a basis for the work of the recitation.

#### TEACHERS' REVIEW COURSES.

Special classes have been arranged for teachers during the Spring Term. All of the common school branches are reviewed, and such other work is done along pedagogical lines as will greatly assist teachers or those expecting to teach. During the Spring Term this year a large number of experienced teachers took advantage of these special courses of study, and the result of their attendance here was highly satisfactory to themselves and to the faculty of the school. The present management intends to still further increase the efficiency of this course of study, and so give teachers who cannot attend school during any other term an opportunity to get just the kind of work that they need and want for increasing their efficiency and for putting themselves in line for promotion in their chosen profession.



A NOOK ON THE OLD CAMPUS



## DEPARTMENT OF MATHEMATICS.

## MENTAL ARITHMETIC.

One course is given in this subject. It is well known that there is scarcely another subject in the primary and secondary school curricula that is so well adapted to the best disciplining of the mind. Special emphasis is therefore placed upon it, and a thorough drill is given in all the problems and processes given in an excellent text like that of Brooks, together with supplementary work obtained from other sources.

## ARITHMETIC.

Three courses are given in this subject in the first year. This is a most important subject, because on it must be built the higher work in mathematics, and because of its practical value. The aim is to secure rapidity and accuracy in arithmetical calculations. The courses are enriched by the introduction of much original matter. The various topics are introduced by mental problems, thus connecting mental and written work. The relation of the different topics is carefully developed, thus showing the science of the subject.

Course I. In this course notation, accuracy and facility in the fundamental operations, fractions and decimals, longitude and time, compound numbers, and practical numbers, are studied.

Course II. This course includes percentage as an application of fractions and decimals. Many original problems are given and students are encouraged in submitting original examples for solution by the class.

Course III. This course takes up in order ratio, proportion, involution, evolution and mensuration. In mensuration many practical measurements are made. Mathematical blocks are made use of in developing the formulas and rules for involution, evolution, and in all measurements in mensuration. In each course the correlation of arithmetic, algebra, and concrete geometry is kept in view.

## DRAWING.

The aim of this course is to give the student an intelligible and practical knowledge of the principles of perspective drawing. The principles are applied to the working out of geometrical problems and a variety of common objects.

## BOOKKEEPING.

One course is given in this subject in the first year. It is the aim of this course to give the student such an understanding of the general principles of single and double-entry bookkeeping as to enable him to make a practical use of the same in actual business transactions. The following course of study is adhered to in this work :

1. A clear and definite idea of such terms as a business transaction, an account, debtor, creditor, resources, liabilities, net capital, net insolvency.
2. Ability to explain the use of a day-book, ledger, cash-book, order-book, sales-book, bill-book, check-book, and to readily record business transactions in these books.
3. To open and close an account.
4. To write and explain the use of all ordinary commercial paper, as orders, receipts, checks, drafts, commercial and bank, sight and time notes, negotiable and non-negotiable, and indorsements of the same, statements of accounts, bills of goods, etc.

For several lessons the student is required to rule his own books from plain paper. Each student is required to hand in a complete set of books written from exercises dictated by the instructor.

## ALGEBRA.

Prerequisite, a fair knowledge of Arithmetic, both Mental and Practical. Five courses are given, the completion of which will fit any student for the higher mathematical courses offered in the State University. Neatness, exactness, rapidity, and self-reliance in all processes are insisted upon. The student is required to think. The demonstration of principles is begun early and continued throughout the course.

Course 1.—In this course the symbol is fully explained. Algebraic signs are taught as they are required and used. The special rules in multiplication are dwelt upon until they become the student's own. Factoring is introduced.

Course 2.—Equations of one, two and three unknown quantities are considered. Elimination, by addition or subtraction, by comparison, and by substitution is taken up.

Course 3.—The course includes a most thorough review of the two processes, upon which so much depends in the study of

Higher Algebra—the theorems and factoring. Fractions and simple equations are completed.

Course 4.—This course opens with a continuation of Simultaneous Simple Equations, completes Involution and Evolution, dwells closely on the Theory of Exponents, and pursues Radicals to Quadratic Equations.

Course 5.—In this course we complete Quadratic Equations, Ratio and Proportion, Progressions, and Variables and Limits. The Binomial Theorem is developed, Logarithms and Undetermined Coefficients are studied.

#### GEOMETRY.

The subject of Geometry is completed in three terms. The most careful accuracy is required in Geometry as well as in all other mathematical work. The student is required to thoroughly understand each step before proceeding to the next higher. The study of Geometry is successful only when the student has been thoroughly imbued with the importance of accurate scientific methods. Once he is led to realize the value of doing things just right and no other way, he has received a training which must, sooner or later, bring him success. No one is allowed to pass from this subject until he has exhibited an ability for careful, accurate and abstract reasoning.

The fundamental theorems of the line, the angle, the triangle, the quadrilateral, the polygon, regular and irregular, and the circle, in plain geometry, are thoroughly understood. The exercises in the text are required to be solved as completely as the theorems. The same method is pursued in solid geometry in all its departments.

Course I. Books I and II—Theorems and plenty of original work.

Course II. Books II, III, IV, V, VI—Finish Plane Geometry.

Course III. Books VII, VIII, IX, X—Solid Geometry. Practical examples throughout the course.

#### TRIGONOMETRY.

The subject of Trigonometry is taught the spring term of the senior year. Its practical value is very great, since it is essential to the work of surveying, astronomy and, indeed, to all sci-



ences which depend upon mathematical demonstrations. Trigonometry treats of the relations of lines and angles by algebraic methods. In Plane and Spherical Trigonometry, these relations are applied to the solution of plane and spherical triangles.

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#### DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

This work is carried on not only by the use of text books, but also by reference work in the library, papers, outlines and maps.

##### HISTORY OF GREECE—ONE COURSE.

The aim of this course is to trace the history of Greece to the Roman Conquest. Its prominent features are political, constitutional, social, interstate, and international relations; and to give students some idea of the philosophy, literature and art of Greece.

##### HISTORY OF ROME—ONE COURSE.

A study of Roman history from the founding of Rome to the transition, 476 A. D., considering particularly the different phases of Rome as a conquering, governing and civilizing nation. A study of her great men, together with the full discussion of the gifts of Rome to modern civilization, are had.

##### HISTORY OF ENGLAND—ONE COURSE.

This course will trace the history of England from the earliest time to the present, emphasizing chiefly the beginnings of the representative government, the growth and decline of Feudalism, the rise of the Commons and the transition from arbitrary to constitutional monarchy.

##### GENERAL HISTORY—ONE COURSE.

In this course, special study is given to the Oriental Nations, as also to a review of Greek and Roman history. The Dark Ages, the revival of classical learning, the rise and growth of the Modern Nations, the Reformation, Political Revolution, and the Age of National Progress, receive careful attention.

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HISTORY OF THE UNITED STATES—TWO COURSES.

Course I. This course treats of colonization, forces causing dissatisfaction prior to the Revolution, the beginning and growth towards the union of the colonies, culminating in the adoption of the Federal Constitution.

Course II. This course continues the study of United States history, dwelling upon the further development of the country, material and political. A careful review of the contest over slavery is given, together with a careful study of the territory acquired and the methods of its acquisition, closing with a critical study of the Constitution.

## CIVICS—ONE COURSE.

This embraces the origin, nature, theory and necessity of government; adding to the study of our present civil government a history of our political institutions; together with a study of state and city government and machinery. Citizenship, its privileges, rights and duties, is closely studied, with a view not only of acquiring a knowledge of the subject in many of its essentials and details, but also of developing and maturing a right-thinking and right-acting citizenship in the young men and women that come under our tuition.

## ECONOMICS—ONE COURSE.

In economics one course is presented. It has for its purpose the training of the student to think correctly and independently along economic lines. He is led to see the actual economic facts that are about him, taught how to treat with them, how to classify them, and discover their relations. Some attention is paid to the fundamental principles underlying the production, exchange, distribution, and consumption of wealth. The principles of taxation and hence the sources of revenue, and the expenditure of public funds, are closely studied. Socialism, trades and labor unions, monopolies, public and private, co-operative and benevolent associations, etc., all receive attention.

## DEPARTMENT OF SCIENCE.

## DESCRIPTIVE GEOGRAPHY.

Two courses are given in this subject in the Fall and Winter Terms of the first year. The topical method will be mainly used and along with the text book, students will be required to use reference books, magazines, articles pertaining to commerce and industries in general, also to read newspaper articles along the same line. Map drawing, sand moulding, and modeling in clay the various land forms, will be done by each student. The industries of the world and particularly the United States and West Virginia will be represented as far as possible by actual specimens shown in class. Students will be encouraged in contributing such specimens to a geographical museum. Use will be made of pictures showing the various industries of the world as well as those of places of interest and note.

The Committee of Fifteen well place emphasis on this subject and rank it next to arithmetic in the correlation of secondary studies.

The following topics will indicate some of the ground covered:

1. The form, size and motions of the earth.
2. Directions, positions and measurements.
3. Land masses, continental and insular, with their groupings.
4. Oceanic and inland waters.
5. Political divisions, comparisons with the United States.
6. Routes of commerce, communication and travel.
7. A more thorough and complete study is made of the United States.
8. A study in detail of the geography of West Virginia.

Course I. This takes up Mathematical Geography and Political Geography as far as Eurasia, following plan above given.

Course II. Commences with the study of Eurasia and completes the book.

The last two weeks are given to the geography of West Virginia.

## PHYSICAL GEOGRAPHY.

One course is given in this subject in the second year. Prerequisite, a good knowledge of common geography. This is a very important branch. It forms the basis for the study of all

the Natural Sciences. This being true, careful attention is given to it. The great importance of soil and climate in determining the political, commercial, and historical prominence of the country is emphasized. Land Sculpture is studied with reference to its past and present action in modifying the structure of the earth's surface. It is studied both from the text book, and by some actual field observation. For the study of this subject this department is supplied with globes, maps, U. S. Geological Reports, Weather Maps, Relief Maps, and a good collection of rocks and minerals. Map-drawing, and modeling in sand and clay the various relief forms by students, constitute a part of the work in this branch.

#### GEOLOGY.

The work in this subject follows Physical Geography. One course is offered in this branch in the second year. It comprises the study of the earth and the forces which build or destroy it. The student is led by laboratory and some field work to recognize the common rocks and minerals and to trace their composition and formation. A fair geological museum is at their command. Work with the hand lens and the microscope is required. The study of the landscape is made a prominent feature and for this purpose United States Government maps are used and some out-door work is done. The formation of limestone, iron, coal, and petroleum is given careful attention on account of their commercial and industrial value. West Virginia is rich in all of these and the study of their formation will be interesting and valuable to West Virginia students and to others as well.

The physiographic development of the principal continents is made the subject of careful study. The historical geology of the United States and of West Virginia is given much attention. The student is expected to make various drawings to illustrate his work and to supplement the text by using Dana's Manual, Tarr's Economic Geology, and Dr. I. C. White's valuable works on Petroleum, Gas, and Coal of West Virginia.

#### PHYSIOLOGY—ONE COURSE.

The object of the course in physiology is to acquaint the students with the life processes of the human body. Beginning with cells and tissues, the study continues to the functions of

the various organs, including a study of the effects of alcoholics and narcotics on the secretions, and the digestive, circulatory and nervous systems. Many of the experiments are performed by the students. The helps used in this subject are two skeletons, a microscope, anatomical models and projection lantern.

#### ZOOLOGY.

One course is offered in this subject in the third year. This course gives a knowledge of the structure in lower as well as higher forms of animal life, the tracing of the progress of development, and an understanding of some important principles of classification, in order to familiarize the student with some of the great ideas of biological science.

Laboratory work on some typical forms gives training in close observation, careful drawing and accurate description.

Animals representing different types are carefully studied, their characteristics and classification noted, and lists are made by the student of those with which he is familiar, putting each in its proper place in the classification.

The following points are also touched upon : the doctrine of evolution and the criteria by which we judge the animal's rank; the theory of instinct ; the voluntary and automatic movements ; the principal organs with their functions, adaptations, correlations and analogies.

#### BOTANY.

One course in the third year is given to this branch. This course aims at the study of plants rather than the study of books, the gaining of an acquaintance with living beings through the study of the structure and life-processes of plants. Laboratory work in germination and growth of seedlings is done by each student. The study of the structure of buds, stems, leaves, flowers and fertilization, is followed by enough of plant analysis to enable the student to identify our common plants with the aid of a key.

Classes are instructed in collecting, pressing and mounting specimens for the herbarium. Each student is expected, before receiving proper credit for this work, to analyze and mount twenty-five plants for a herbarium and to collect, mount and draw typical leaves from fifty different kinds of plants.

## ASTRONOMY.

The course in astronomy is arranged particularly for general observation work in connection with science and nature methods. That part of the subject which bears a close relation to physical geography is treated in connection with that subject. The effort is to gain general familiarity with the principal fixed stars, constellations, etc., how to locate them, and such phenomena as are closely allied to nature study. It is an optional study and may be substituted for Geology.

## PHYSICS.

The work in physics in this school is gradually approaching the standard maintained by the best secondary schools in the country. Each year sees more individual laboratory work accomplished and a steady growth in laboratory equipment. The quality of the work done receives the greatest consideration. However, the number of exercises is taken account of. The class during the spring term performed successfully some fifteen experiments, such as : Coefficient of Linear Expansion, Thermal Capacity of a Calorimeter, Spherometer, Vernier, Micrometer, Specific Heat of Metals, Velocity of Sound, Sonometer, etc.

These experiments are, of course, quantitative in character and call for much reading and thought.

A good deal of consideration is given to the collection of data, the preparation of the reports, and the result of the experiments. In this part of the work neatness, accuracy, form and order are always emphasized. Text : Avery's School Physics. Reference : Barker, Adams, Gage, Ames and Bliss, Sabine, Coleman.

Course I. General properties, conditions, and construction of matter ; Motion, Force, Gravitation, The Pendulum, Machines, Liquids and Gases.

Course II. Magnetism—the magnetic needle, etc. Electricity—installing electric bells, constructing voltaic cells, the dynamo, motor, the X Ray, wireless telegraphy, etc.

Course III. Heat—sources, transference, practical uses. Sound—cause, reflection, music. Light—source, transmission, reflection, refraction.

## CHEMISTRY.

The study of chemistry is pursued in much the same manner as Physics. The work consists of daily recitations and labora-



tory work. It is thought that the correct way to study Chemistry is by actual experimentation. The students perform the experiments of the text book and such other original work as may be assigned to them and discuss these results in the class. Such other illustrative work as is deemed necessary is presented to the class by the teacher. The work in Organic Chemistry is followed by qualitative analysis, which is almost wholly laboratory work. The laboratory is well supplied with conveniences for prosecuting the work in Chemistry as far as it is carried in this course.

Course I. Nature of chemistry, bending glass, construction of apparatus, class work on text and experimental work in the non-metal elements—Hydrogen, Oxygen, Nitrogen, Chlorine, etc.

Course II. The metals—Iron, Silver, Carbon, etc. A little elementary analysis is attempted in the last month's work.





THE MUSIC CLASSES



THE SHEPHERD COLLEGE ORCHESTRA



## DEPARTMENT OF ANCIENT LANGUAGES.

Following are the courses offered in this department :

1. Latin, - - - - - 9 courses.
2. Greek, - - - - - 6 courses.

The object of the study of Latin and Greek for the student in secondary schools is primarily the comparison with, and hence further knowledge of, his English, together with a view to preparing him for the advanced work of the University. This is kept in mind constantly throughout the course. Then, too, the literature of these languages may well be studied for its own sake. The work in the Department of Ancient Languages is so arranged that no one having a good knowledge of English Grammar will encounter serious difficulty.

## LATIN.

1. Smiley and Storke. Etymology.
2. A continuance of course one.
3. Cæsar. Oratio Obliqua (Book I, chs. 1-14).

## SECOND YEAR.

1. Cæsar's Gallic War (Books I-II).
2. Cæsar's Gallic War (Books III-IV).
3. Cicero's First and Second Orations against Catiline.

## THIRD YEAR.

1. Cicero's Third and Fourth Orations against Catiline.
2. Vergil's Aeneid (Books I, II, III).
3. Vergil's Aeneid (Books IV, V, VI).

Bennett's Latin Grammar, Kelsey's Cæsar, Kelsey's Cicero, Harper and Miller's Vergil, Daniell's Composition based on Cæsar and Cicero, used throughout the second year.

## GREEK.

## FIRST YEAR.

1. White's First Greek Book. The work of pronunciation, accents, declensions, etc., is taken up by beginners in this course.
2. First Greek Book completed ; a continuation of course one.
3. Xenophon's Anabasis ; Book One. Connected discourse is begun here. Goodwin's Greek Grammar.

## SECOND YEAR.

1. Anabasis finished ; Books I-IV. Grammar continued.
- 2-3. Homer's Illiad ; the text is read metrically, and mythology made a special study. Seymour's Illiad, Gailey's Classic Myths.

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 DEPARTMENT OF MODERN LANGUAGES.

Following are the courses in this department :

- |            |   |   |   |   |   |            |
|------------|---|---|---|---|---|------------|
| 1. French, | - | - | - | - | - | 6 courses. |
| 2. German, | - | - | - | - | - | 6 courses. |

## FRENCH.

1. *Elementary Course*.—Grammar, reading and practice in pronunciation and oral understanding. Charденal's Complete French Course ; Bocher's Otto's French Reader.

2. *Elementary Course*.—A continuation of Course I. Charденal's Complete French Course ; Bocher's Otto's French Reader.

3. *Elementary Course*.—A continuation of course II. Charденal finished. Bocher's Otto's French Reader.

4. *Fiction of the Nineteenth Century*.—Works by Daudet, Dumas, Andre, Theuriet, George Sand, etc. Grandgent's Composition based on "de Siege de Berlin." Oral practice ; exercises in dictation.

5. *Composition*.—Practice in writing French prose. Discussion of grammatical points in connection with the translation. Translation and Study of Merimee's "Colomba."

6. *Prose Reading*.—Rapid reading of a large amount of prose to render student familiar with idioms of the language. Works by About, Dumas, LaMartine and others.

## GERMAN.

Students desiring to pursue the study of German are required to possess a good working knowledge of English Grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language, and at the same time to prepare him to secure advanced standing when he enters the University.

Course I. Grammar, reading and composition. This course, as in fact all of the three courses embracing the first year's work, is designed to give the student a good pronouncing, reading, and working knowledge of the more elementary part of the language. Special attention is given its pronunciation, inflection and the acquiring of a vocabulary. Thomas's "German Grammar."

Super's Elementary German Reader, Part I.

Course II. A continuation of Course I. Grammar completed to Part II ; Super's Reader completed. Special attention is given in this course to composition work.

Course III. In this course special attention is given to the translation of German into English, the work being based upon "Hervey's Elementary Exercises to Thomas's German Grammar." Leander's "Traumereien" and Storm's "Immensee" are read.

Course IV. German Prose. Copious reading of German Prose to render the student familiar with the idioms of the language and to give a large and varied vocabulary. Heyse's "L'Arrabbiata;" Hillern's "Hoher als die Kirche;" Schiller's "Der Neffe als Onkel."

Course V. Composition. Practice in writing German and translation of English prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs. Reading at sight. Harris' Prose Composition.

Course VI. Reading and memorizing of a great number of short well-known poems. Von Klenze's "Deutsche Gedichte;" Translation of Lessing's "Minna von Barnhelm."

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#### DEPARTMENT OF ENGLISH.

The work in English is arranged to cover four years and includes twelve courses of study. The studies included in this work are as follows :

First Year.	Preparatory Grammar,	-	-	3 courses.
Second Year.	{ Advanced Grammar,	-	-	2 courses.
	{ Higher Lessons in English,	-	-	1 course.
Third Year.	Rhetoric,	-	-	3 courses.
Fourth Year.	Literature,	-	-	3 courses.

*Grammar I.* This, with the two following courses, includes a thorough drill in the foundation principles of grammar. Reed and Kellogg's "English Lessons" is used as a basis for this work, and such supplementary work is given as is deemed necessary for a complete understanding of the elementary principles of grammar.

*Grammar II.* Continuation of Course I.

*Grammar III.* Continuation of Course II.

*Grammar IV.* The aim of this and the following course is to lead the students to a correct use of grammatical forms. Frequent written exercises are required so that the student may not only become familiar with the rules of grammar, but may be rendered able to express himself in proper language.

*Grammar V.* Continuation of Course IV.

*Higher Lessons in English I.* This course is devoted to analysis and to the diagram.

*Rhetoric I.* The work in rhetoric includes a complete study of the sentence, the paragraph and the theme, special attention being called to style, diction, and to figures of speech. Examples of model style are presented to the class and twice a week themes are required from each member of the class.

*Rhetoric II.* Continuation of Course I.

*Rhetoric III.* Continuation of Course II.

*Literature.* Since the time given to literature is so limited, one can hope to do little more than to give to the student a brief outline of American and English Literature, hoping to arouse in him an appreciation and enthusiasm which will lead him to pursue the study further for himself.

*American Literature I.* In this course as well as in the two following ones, the following method is observed: To study the *author* himself, the *style* of his work, and the *meaning* of his work. Representative selections from each field of literature are given to the students for study and criticism. Written or oral reports upon assigned readings are required.

*English Literature I.* This course endeavors to give a view of English Literature, and to point out the various movements that have influenced literary development. Classics from each great period are chosen for study, and close study is made of the English Classics prescribed in the College Entrance Requirements.

*English Literature II.* Continuation of Course I.

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### SPECIAL REQUIREMENTS IN ENGLISH.

*For Graduation in Either the Normal or Academic Course.*

#### FOR READING.

Carlyle's Essay on Burns.

Coleridge's Ancient Mariner.

George Eliot's Silas Marner.

Goldsmith's Vicar of Wakefield.

Lowell's Vision of Sir Launfal.

Scott's Ivanhoe.

Shakespeare's Julius Cæsar.



Shakespeare's Merchant of Venice.

The Sir Roger de Coverly Papers.

Tennyson's The Princess.

#### FOR STUDY.

Burke's Speech on Conciliation with America.

Macaulay's Essays on Milton and Addison.

Milton's L'Allegro, Il Penseroso, Comus, etc.

Shakespeare's Macbeth.

NOTE.—This course coincides exactly with the requirements for entrance to all first-class American Colleges.

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### SPECIAL REQUIREMENTS.

#### ORTHOGRAPHY.

Orthography is taught during the entire first, second and third years,\* special effort being made to have every student in the school become an accurate and proficient speller and an intelligent user of the dictionary. To this end spelling recitations, both written and oral, are given four days out of the week throughout the year. In connection with the spelling, the origin, derivation, properties and meanings of the words spelled are given attention, and diacritical marking is mastered.

Reed's Word Lessons and The Modern Spelling Book are the texts used.

#### COMPOSITION.

On each Monday, and occupying an hour and a quarter of time, each teacher has a literary exercise in his room, consisting of readings, essays, orations, debates, current history, etc. To this end students are classified at the beginning of each year and assigned to the various teachers, the assignment depending on the advancement of the students, the Seniors being assigned to the Principal, the Juniors to the First Assistant, etc. In addition to giving instruction to these classes and having general supervision over this literary work, each teacher is expected to make a special study of students so assigned, and to report their

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\*See next page for the work corresponding to this for the Junior and Senior years.



condition, deficiencies and progress to the Principal at stated intervals. In this way a most effective supervision is maintained over the work and conduct of every student in the school. This supervision is one of interested, watchful observance, and not one of prying officiousness. It is for the purpose of helping the student, not of informing against him.

#### GENERAL READING COURSE AND BOOK REPORTS.

In connection with the composition work spoken of above, every student in the school is expected to read at least one book each term and to report upon the same to his composition teacher. It is expected that each teacher assign each student in his composition class one book of fiction, one of poetry and one of biography each year and to hear either a written or oral report upon it.

A regularly graduated course in general reading will be made out each year for the guidance of the teachers and for the more systematic execution of this important work.

#### IRISH'S ORTHOGRAPHY AND ORTHOEPY.

In the Junior year, the work in orthography consists in the study of the excellent text on the subject prepared by Frank V. Irish. Here a deeper and more formal study than hitherto is made of the underlying principles of the words in the English language; diacritical marks, rules of spelling, word-formation, synonyms, etc., etc., being thoroughly studied.

#### TRENCH ON WORDS.

This old but excellent text is taken up in the Senior year, and much of the history of the words in the English language is thus mastered. The history and derivation of the words and terms in our language are also sought in the etymological dictionaries, encyclopaedias, etc., almost daily reports being required of students in this phase of the subject. The object is to give them a knowledge of the sources of their language, to show how that language has been subject to a gradual but steady development, both in the meaning and forms of words, to point out to them wherein the language has gained and wherein it has lost in this transition, and incidentally to point out how much of the history of a people is written down in the words of their language.

## DEPARTMENT OF MUSIC.

Music in some form has always been taught in Shepherd College, but realizing that there are many persons possessed of musical ability that needs only cultivation to develop a brilliant accomplishment, or perhaps to lay the foundation to future high artistic success, this department has widened its scope so that students of this fine art, though possessed of but limited means, may have an opportunity to acquire a considerable degree of musical culture.

This department offers three splendid courses: Piano, Voice Culture and Sight Class Singing. Each of these courses embraces an extended instruction in the Theory and History of Music.

Three years' work is required for students to graduate. Students may enter at any time and be assigned to work according to their ability on entering.

## PIANO COURSE.

This course covers a period of three years of three terms each. Each term is of ten weeks' duration, or twenty lessons. Piano instruction is by private lessons and is a regular advance of easy steps throughout. It also embraces lessons in Theory, partly in private and partly in classes; also lessons on History of Music.

Owing to diversity in ages, ability and previous instruction, an arbitrary course of instruction cannot be laid down; however, the following plan of study will be adapted to the individual needs:

## FIRST YEAR.

Term I. Lebert & Stark, Pianoforte School.

Term II. Same text, with simple pieces to perform.

Term III. Loeshorn Studies. Opus 88, with more difficult pieces.

## SECOND YEAR.

Term I. Heller Studies. Opus 45 and 47.

Term II. Loeshorn Studies. Opus 66.

Term III. Bach Easy Preludes—two-voiced inventions.

## THIRD YEAR.

Term I. Berens Newest School of Velocity, Book II.

Term II. Czerny School of Velocity, Opus 299, with selec-

tions from Bohm, Nevin, Grieg, and McDowell.

Term III. Cramer Studies. Mozart and Beethoven Concertos. Easier compositions by Chopin, Schumann, Schubert, Von Weber, Rubenstein, etc. Special attention is given to technique from the start.

#### VOICE CULTURE.

True cultivation of the voice involves the study of the control of the entire human body.

Special attention is given to the proper standing position, perfect control of the breath, agreeable facial expressions, freedom of throat, and distinct enunciation. The method of instruction is distinctly Italian such as is used by the greatest Italian teachers in America, from whom it comes to this department first handed.

Perhaps the sweetest voices have been lost to the world of music for want of opportunity for cultivation or encouragement of one able to discern. The world is full of voices that can be made beautiful by proper training. Almost any voice can be greatly beautified.

This course consists of private lessons, two each week, about as follows: Italian Method of Voice Culture; Foundation Studies; Sight Reading; Notation and Intervals. Studies and songs used are varied according to the needs of the student. The work of Concone, Abt, Seiler, Lamperte, Nava, Bordogni, etc., are studied. All grades of songs, from small English to opera and oratorio-arias, advanced solo work, general repertoire for church and concert.

Particular attention is given to the development of a taste for classical music.

All voices cannot sing the same songs successfully. Particular attention is given to selecting the matter that the student can sing.

#### SIGHT SINGING.

All students, whether voice or instrumental, are required to attend the sight singing classes, without extra charge. Special effort is made to teach the student not only to read music at sight, but to adapt and sing it at once, thus acquiring readiness and facility.

## THEORY.

It is impossible to be a good musician without a thorough knowledge of the Theory of Music. This is taught mostly in classes. The instruction is thorough and broad, beginning with the elementary principles, and proceeding upward. All piano and voice pupils are entitled to attend these classes without extra charge. Under this head Harmony, Counterpoint and Instruction in Composition are skillfully treated.

## MUSIC HISTORY.

During the year frequent lectures will be given upon the History of Music, Great Musicians and their work, and the General Scope of Music. To these lectures all students are admitted free of charge. We understand Beethoven better when we know of his life. We understand music better when we know of the age in which it was written and the circumstances under which it was composed. The value of this branch of culture is inestimable.

## RECITALS.

Frequent recitals will be held in the College Hall, where students will be brought before the public to acquire that self-possession and self-confidence, so desirable, and in order to inspire them to make their very best endeavors.

## TUITION.

The uniform charge for either of these courses is ten dollars per term of twenty lessons, two lessons per week, payable in advance.

## STRINGED INSTRUMENTS.

This school is fortunate in having in the faculty an accomplished teacher of the violin, mandolin and guitar. The courses are as extensive as may be desired. The Shepherd College Orchestra is the outgrowth of this department.

Tuition, \$8.00 for 20 lessons.

## CERTIFICATES OF COMPLETION.

*Diplomas* will be granted students who have given evidence of requisite musical ability and have completed the prescribed work.

## DEPARTMENT OF ELOCUTION.

In order to meet the demands of a public that is recognizing more fully day by day the great importance of thorough training in expression, elocution and oratory is now made a regular department.

Realizing that true expression is the manifestation of what the inner man thinks and feels, the aim of our work is to develop natural readers and speakers. Natural methods are employed. The student is led through his powers of observation and imagination to bring before the mind's eye of the hearers the scenes described, and through his sympathy and experience to portray the human emotions. By such study the student's power of observation is increased and the world about him becomes a source of greater interest and pleasure—becomes a "world beautiful."

To portray emotion there must be a study of human nature. Thus the work, while teaching the reader to interpret literature and the orator to speak with power and inspiration, educates and develops the individual. There is no branch of school work that bears more directly on the general education and development of the character of the student than does the correct study of elocution and oratory. What the public reader and speaker is, affects his reading and speaking, hence one means of increasing his power professionally is to make him a better, stronger and greater man.

Our work in this department is of great value to prospective teachers. They are given the key to teaching reading in a way that awakens interest in the child's mind and thus they are enabled to teach this important branch successfully. The class work requiring expression of original thought, gives the teacher greater ease and fluency in the talks and explanations which the teaching of all branches makes necessary.

The class exercises include descriptions from observation, from imagination, from literature :

Dramatic Action. { Pantomimes of every day activities.  
                          { Pantomimes of emotions.

Impersonation : recitation of selections from prose and poetry.

By such study the student is led to read and speak effectively and at the same time his mental powers grow so that he becomes more observant, his imagination is cultivated, his emotional nature is developed and he gains a fuller understanding of human nature and a greater appreciation of literature.

Tuition \$10.00 per term of 20 lessons.

# Rules and Regulations

## FOR THE GOVERNMENT OF THE STATE NORMAL SCHOOLS OF WEST VIRGINIA.

1. The number of students which each county in the State shall be entitled to appoint to the Normal and Academic Departments of the State Normal Schools, free of charge for tuition, shall be as follows :

County.	Normal.	Academic.	Total.	County.	Normal.	Academic.	Total.
Barbour .....	60	30	90	Mingo .....	27	14	41
Berkeley .....	92	46	138	Monongalia.....	80	40	120
Boone .....	37	19	56	Monroe.....	55	28	83
Braxton.....	67	34	101	Morgan.....	32	16	48
Brooke .....	32	16	48	McDowell.....	37	19	56
Cabell.....	112	56	168	Nicholas.....	45	23	68
Calhoun.....	42	21	63	Ohio.....	200	100	300
Clay .....	22	11	33	Pendleton.....	42	21	63
Doddridge .....	60	30	90	Pleasants.....	37	19	56
Fayette.....	100	50	150	Pocahontas....	35	18	53
Gilmer.....	47	24	71	Preston.....	95	48	143
Grant.....	32	16	48	Putnam.....	72	38	108
Greenbrier .....	90	45	135	Raleigh.....	47	24	71
Hampshire.....	57	29	86	Randolph.....	55	28	83
Hancock.....	35	18	53	Ritchie.....	82	41	123
Hardy.....	37	19	56	Roane.....	75	38	113
Harrison .....	100	50	150	Summers .....	62	31	93
Jackson.....	95	48	143	Taylor.....	60	30	90
Jefferson.....	75	38	113	Tucker.....	55	28	83
Kanawha.....	210	105	315	Tyler.....	60	30	90
Lewis.....	75	38	113	Upshur.....	62	31	93
Lincoln.....	55	28	83	Wayne.....	95	48	143
Logan.....	28	14	42	Webster.....	27	14	41
Marion.....	95	48	143	Wetzel.....	82	41	123
Marshall.....	95	48	143	Wirt .....	45	23	68
Mason .....	112	56	168	Wood.....	123	66	189
Mercer .....	80	40	120	Wyoming.....	27	14	41
Mineral.....	62	31	93				

2. Each appointee shall deliver the certificate of appointment to the Principal of the Normal School to which it is directed, and the Principal shall thereupon file it with the records of the



school, and enter the name of such person on the register of normal pupils.

3. Whenever the accommodations will admit, upon the payment of the required amount of tuition fees, students may be admitted to the Normal School.

4. The Normal Course shall consist of five years, which shall be designated respectively as the First Year, Second Year, Third Year, Junior Year and Senior Year.

Each member of the Senior Year class will be required to teach one of the regular classes, to be selected by the Principal, one hour a week throughout the year.

5. Upon those who have completed the full Normal Course with an average standing of 80 per cent and not below 75 per cent on any one branch, and have been in actual attendance during the entire Junior or Senior Year, the Board of Regents will confer a diploma of graduation in the Normal department. But before any certificate or diploma is granted, the Principal of the school will be required to certify that those whom he recommends for graduation have fulfilled all the conditions and done all the work required for graduation.

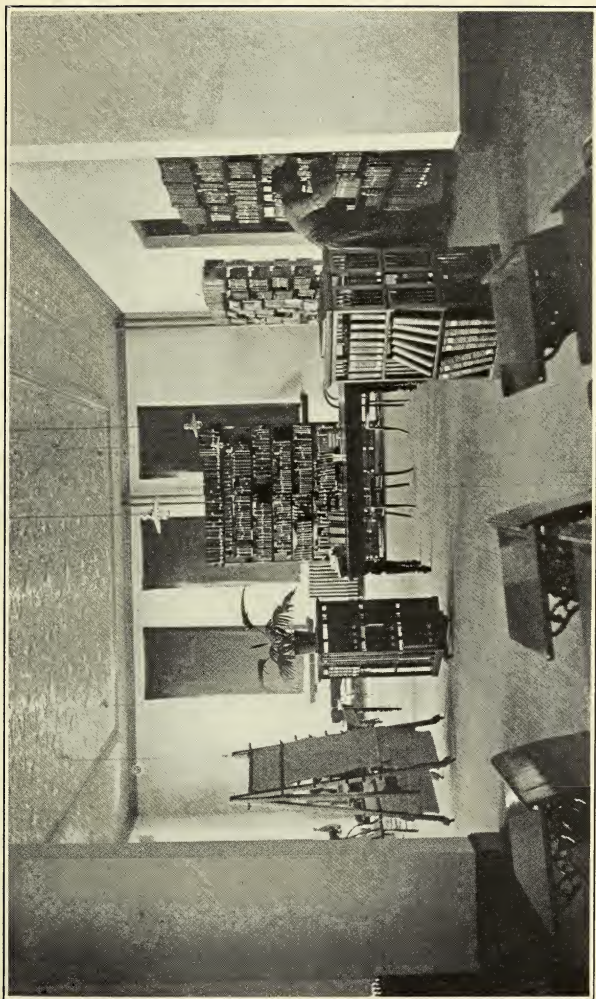
"The entire Junior or Senior Year" shall mean in this connection one full year of three terms at one school.

6. Graduates of any of the normal schools who may desire to review the normal branches, may again receive appointments and pursue their studies upon the same conditions and under the same restrictions as if they were not graduates.

7. Students in attendance at any normal school may, upon request, be transferred by the Principal of the school at which they are enrolled to any other normal school; but no student from one normal school shall be admitted to another normal school unless he presents a certificate of good moral character and of honorable dismissal, and also a statement of the work he has done, the standing he has taken, and the work that remains to be done before he can be graduated; all of which shall be certified to by the Principal of the school from which he comes.

8. The Academic Course shall cover all the requirements for admission to the freshman class in the classical course of the West Virginia University, and shall be as nearly as possible the same as the course in the preparatory department of that institution.





THE LIBRARY



9. The Principal and his assistants shall be known as the Faculty, which shall meet at the call of the Principal.

10. The Principal, in addition to his duties as instructor, shall be the executive officer of the school, and shall sign all reports and other official papers. He shall have general supervision over the school, and shall assign to the assistant teachers the classes and studies which they are to teach, and he shall be held responsible for the management of the school. For just cause he may suspend any one of his assistants until an investigation can be made by the Board of Regents. To the pupils he shall assign the studies which they are to pursue, and shall determine what tests shall be required to complete said studies. He shall fix the order and methods of all examinations, and the scale of grading to be used in the school. He shall determine how often reports of scholarship and attendance shall be made and shall keep a permanent record of the deportment and standing of each student. He shall also collect all tuition and incidental fees in advance and pay them to the Treasurer of the Executive Committee. The Principal shall have full control over the grounds and buildings during school hours and all exercises and shall have full authority to prohibit all loafing, loitering, or trespassing of any kind and to take such action as he may think necessary to prevent the same.

11. The Principal shall, as soon as practicable each year, make out a classification of the pupils, according to their respective studies, and in due season publish the same in a catalogue, with such other information and announcements pertaining to the school as may be of public interest. He shall also furnish to the Regents a list of the candidates for graduation, designating the paying from the non-paying pupils, and giving the age and grade of standing of each candidate, with the names of studies in which they have been examined.

In the absence of the Principal, the first assistant shall act as Principal.

12. The Faculty shall have authority to prevent both sexes from boarding at the same house; to make such special rules for their government as may be necessary and to require those who keep boarders or rent rooms to students, to exercise such supervision over them as shall be to the best interest of the school; but the Faculty shall have direct control and authority over all

students boarding in the dormitories connected with the normal schools, and shall under no circumstances allow any one except students in actual attendance or teachers to board or room at said dormitories.

13. The Faculty shall establish all necessary rules for the government and control of their schools, and shall have authority to administer such punishments as they may deem expedient. They shall have authority to suspend students for any time not exceeding one year, or to dismiss them permanently when such action is deemed necessary for the proper government of the school; the right of appeal to the President of the Board being reserved to the party suspended or dismissed. But in no case shall any student be suspended or expelled until he has been given a reasonable time and opportunity for making his defense before the Faculty.

14. Each student shall attend the daily sessions of the school unless excused by the Principal.

15. The daily sessions shall be opened with such devotional and other exercises as the faculty may establish.

16. The Executive Committee shall organize at the first meeting after the first of July by electing from their number a President, a Secretary, and a Treasurer; and the Secretary shall immediately notify the State Superintendent of Free Schools of such action.

17. The Executive Committee shall not overdraw any fund to pay an indebtedness against another fund and shall not expend any of the fund available annually for Library and Apparatus except on the order of the Faculty, who are hereby given authority to expend said fund for such books and apparatus as they think necessary.

18. The Executive Committee shall exercise proper care over the buildings, grounds and property of the school; keep them in good repair and condition, and see that the school rooms are properly warmed, ventilated and kept clean and comfortable.

19. The Executive Committee may, with the full and free consent of the Principal, allow the buildings to be used for religious or educational meetings, but they shall never, even with the full consent of the Principal, allow the said buildings to be used for political or other meetings save and except only those hereinbefore mentioned.

20. The Executive Committee shall audit all accounts against the school, determine all matters of expenditure not provided for by law or otherwise, and order such payments as are necessary, from moneys placed in their hands by the Board of Regents and from incidental fees, and in all emergencies they shall exercise such executive authority in the absence of the Regents as the law permits.

21. The secretary shall keep a record of the proceedings of the committee ; shall enter therein all moneys received by the Treasurer or Executive Committee, and at any time, when so requested, he shall allow his records to be examined by the Principal, the Executive Committee, or the Board of Regents.

22. The Treasurer shall receive all moneys appropriated by the State or collected for tuition and incidental fees, and shall give his receipt for the same. He shall place the amount received from incidental fees to the credit of the contingent fund and shall keep a separate account for tuition money, which shall be paid out only on order of the Board of Regents. He shall deposit all money coming into his possession for the school in some convenient bank, in the name of the Executive Committee, and no amount whatever shall be drawn therefrom except upon a check signed by both Secretary and Treasurer. The Treasurer shall, on or before the first day of August of each year, inform the President of the Board of Regents of the bank in which he has made this deposit.

23. The Treasurer shall keep, in a book provided for that purpose, a separate account for each fund, and shall during the week following the commencement exercises of his school make to the Board of Regents a complete itemized statement of all receipts and expenditures, having in such statement a separate account with each fund.

# ROLL OF STUDENTS.

## ACADEMIC COURSE.

### SENIOR CLASS, 1905.

#### LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Pendleton, Mary Rickard,	Shepherdstown,	Jefferson.
Schley, Virginia Muzzey,	Shepherdstown,	Jefferson.

#### GENTLEMEN.

Barnhart, Samuel Henry,	Shepherdstown,	Jefferson.
Folk, George Billmyer,	Martinsburg,	Berkeley.
Halleck, Edgar William,*	Shepherdstown,	Jefferson.
Miller, John Lester,	Sharpsburg, (Md.)	Washington.
Osbourn, Cleon Scott,	Shenandoah Junction,	Jefferson.
Randal, Boyd,	Martinsburg,	Berkeley.
Whiting, George Wesley,	Martinsburg,	Berkeley.

### JUNIOR CLASS, 1906.

#### LADIES.

Cady, Agnes,	Shepherdstown,	Jefferson.
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#### GENTLEMEN.

Cook, Jesse H.,	Circleville,	Pendleton.
Snyder, Hubert Earl,	Sharpsburg, (Md.)	Washington.

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\* Not a candidate for graduation.





A SCHOOL GROUP





## NORMAL COURSE.

## SENIOR CLASS, 1905.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Billmyer, Alice Virginia,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Foltz, Charles Roy,*	Foltz,	Berkeley.
Myers, Frank,	Shepherdstown,	Jefferson.

## JUNIOR CLASS, 1906.

## LADIES.

Banks, Alice Martha,	Shepherdstown,	Jefferson.
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## GENTLEMEN.

Donley, William Gay,	Shepherdstown,	Jefferson.
May, John Dorilas,	Mathias,	Hardy.
Poffenberger, Allen Luther,	Sharpsburg, (Md.)	Washington.

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\* Not a candidate for graduation.

## CLASS OF 1907.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Johnson, Catherine Small,	Kearneysville,	Jefferson.
Johnson, Eliza E.,	Kearneysville,	Jefferson.
Knott, Grace Parrene,	Moler's,	Jefferson.
Lancaster, Millie Arabella,	Martinsburg,	Berkeley.
Licklider, Louise Moore,	Shepherdstown,	Jefferson.
Link, Helen Elizabeth,	Shepherdstown,	Jefferson.
Marten, Lenora,	Shepherdstown,	Jefferson.
Morgret, Imogene Buhrman,	Hancock, (Md.)	Washington.
Myers, Fanny Beall,	Shepherdstown,	Jefferson.
Reinhart, Virginia Van Swearingen,	Shepherdstown,	Jefferson.
Sprung, Edna Wilhelmina,	Bula,	Monongalia.
Welshaus, Louise Bolton,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Barnhart, James Edward,	Shepherdstown,	Jefferson.
Clendening, Frank F.,	Middleway,	Jefferson.
Dunkle, John L.,	Deer Run,	Pendleton.
Harman, Fred D.,	Riverton,	Pendleton.
Harris, Charles Hermon,	Martinsburg,	Berkeley.
Hawse, Edgar Anderson,	Lost River,	Hardy.
Propst, Charles William,	Porterfield,	Tucker.
Schley, John Edward,	Shepherdstown,	Jefferson.
Sprung, Arthur Leslie,	Bula,	Monongalia.

## CLASS OF 1908.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Cady, Elizabeth,	Shepherdstown,	Jefferson.
Cooper, H. Myrtle,	Davis,	Tucker.
Engle, Carrie B.,	Harper's Ferry,	Jefferson.
Felker, Beulah May,	Shenandoah Junction,	Jefferson.
Hodges, Frances Josephine,	Shepherdstown,	Jefferson.
LaMar, Bessie Lee,	Shepherdstown,	Jefferson.
Maddex, Katie Florence,	Shepherdstown,	Jefferson.
Miller, Laura Titus,	Kearneysville,	Jefferson.
Spohn, Elizabeth Levick,	Shepherdstown,	Jefferson.
Stump, Agnes Margaret,	Shepherdstown,	Jefferson.
Turner, Rachel Louise,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Bragonier, George Arthur Taylor,	Shepherdstown,	Jefferson.
Chapline, William Raymond,	Shepherdstown,	Jefferson.
Cooper, Frederick A.,	Davis,	Tucker.
Daniels, William Benton,*	Shenandoah Junction,	Jefferson.
Hause, Benton Staley,	Shepherdstown,	Jefferson.
Hiedwohl, Harris Charles,	Charles Town,	Jefferson.
Huffman, Hoy C.,	Onego,	Pendleton.
Kremer, Leighton Reynolds,	Shepherdstown,	Jefferson.
Pendleton, Benjamin Strauther,	Shepherdstown,	Jefferson.
Triplett, Charles Clay,	Shepherdstown,	Jefferson.

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\*Died.

## CLASS OF 1909.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Boone, Georgia Virginia.	Shepherdstown,	Jefferson.
Grove, Grace,	Shepherdstown,	Jefferson.
Grove, Margaret Catherine,	Shepherdstown,	Jefferson.
Hartzell, Catherine,	Shepherdstown,	Jefferson.
Hartzell, Mary Lockard,	Shepherdstown,	Jefferson.
Hartzell, Rosa,	Shepherdstown,	Jefferson.
Hendricks, Hattie Virginia,	Shepherdstown,	Jefferson.
Licklider, Edna Reika,	Shepherdstown,	Jefferson.
Liuk, Mary Virginia,	Shepherdstown,	Jefferson.
Marten, Alice,	Shepherdstown,	Jefferson.
McDonald, Evelyn Burwell,	Shepherdstown,	Jefferson.
Mohler, Alvernon,	Inwood,	Berkeley.
Moler, Lelia,	Shenandoah Junction,	Jefferson.
Myers, Agnes,	Shepherdstown,	Jefferson.
Reinhart, Agnes Gibson.	Shepherdstown,	Jefferson.
Reinhart, Annie Catherine,	Shepherdstown,	Jefferson.
Ronemous, Elsie Madora,	Shepherdstown,	Jefferson.
Ronemous, Laura Pea,	Shepherdstown,	Jefferson.
Shepherd, Laura Virginia,	Shepherdstown,	Jefferson.
Skinner, Minnie Agnes,	Shepherdstown,	Jefferson.
Wright, Frances Margaret,	Shepherdstown,	Jefferson.
Wright, Marie Agnes,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Banks, Horace McMurran,	Shepherdstown,	Jefferson.
Bell, Ernest,	Bula,	Monongalia.
Buckles, Forrest Jordan,	Harper's Ferry,	Jefferson.
Burnett, James B.,	Shepherdstown,	Jefferson.
Butts, Edward Homer,	Jones' Spring,	Berkeley.
Cavalier, Kenneth Kemp,	Bolivar,	Jefferson.
Cook, John William Guy,	Halltown,	Jefferson.
Crowell, Charles William,	Shepherdstown,	Jefferson.
Duke, Leslie D.,	Bakerton,	Jefferson.
Gain, Charles G.,	Ganotown,	Berkeley.
Garrott, Jared Matt,	Shepherdstown,	Jefferson.
Glover, Victor L.,	Inwood,	Berkeley.
Hammond, William Bate,	Kearneysville,	Jefferson.
Heare, Bursey Leonard,	Kirby,	Hampshire.
Hendricks, Ernest,	Shenandoah Junction,	Jefferson.
Kimble, Brison Edwin,	Branch,	Pendleton.
Knott, Robert McMurran,	Shepherdstown,	Jefferson.
Kremer, Franklin William,	Shepherdstown,	Jefferson.
Link, Daniel Tanner,	Shenandoah Junction,	Jefferson.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Luttrell, Ernest L.,	Ganotown,	Berkeley.
McDonald, Homer Guy,	Shepherdstown,	Jefferson.
Miller, Abram Snyder,	Kearneysville,	Jefferson.
Morrow, Joseph Walton,	Summit Point,	Jefferson.
Park, John H.,	Capon Bridge,	Hampshire.
Reinhart, Thomas Christian,	Shepherdstown,	Jefferson.
Shanholtzer, Charles E.,	Augusta,	Hampshire.
Snyder, William Baldwin,	Shepherdstown,	Jefferson.
Sponangle, Robert,	Riverton,	Pendleton.
Unseld, Charles James,	Shepherdstown,	Jefferson.
Vanscoy, Harry G.,	Kerens,	Randolph.
Ware, Burwell Augustus,	Shenandoah Junction,	Jefferson.
Wetzel, Carl Beck,	Charles Town,	Jefferson.

## CLASS OF 1910.

## LADIES.

Benner, Ella R.,	Stephenson, (Va.)	Frederick.
Billmyer, Margaret Louise,	Shepherdstown,	Jefferson.
Butler, Eleanor Lloyd,	Shepherdstown,	Jefferson.
Chapline, Grace Agnes,	Shepherdstown,	Jefferson.
Custer, Dora Maud,	Berkeley Springs,	Morgan.
Drew, Nellie Blair,	Harper's Ferry,	Jefferson.
Engle, Essie May,	Shepherdstown,	Jefferson.
Felker, Eva Lee,	Shenandoah Junction,	Jefferson.
Hawse, Ethel Vernon,	Lost River,	Hardy.
Houck, Olive N.,	Falling Waters,	Berkeley.
Johnson, Laura Tabb.	Kearneysville,	Jefferson.
Kaech, Lena Emma,	Alpena,	Randolph.
May, Sallie,	Mathias,	Hardy.
Moler, Hattie Griffith,	Shepherdstown,	Jefferson.
Mundey, Edna Pearl,	Shepherdstown,	Jefferson.
Ruckman, Mattie Ellen,	Shanks,	Hampshire.
Snyder, Mary Scott,	Shenandoah Junction,	Jefferson.
Stanley, Sadie F.,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Athey, Lester Enoch,	Shepherdstown,	Jefferson.
Beall, George R.,	Jones' Spring,	Berkeley.
Boone, Z. Stultz,	Shepherdstown,	Jefferson.
Burleigh, Thomas Jerome, Jr.,	Harper's Ferry,	Jefferson.
Cockrell, Roy,	Harper's Ferry,	Jefferson.
Cook, John Gardener,	Shepherdstown,	Jefferson.
Cross, Reason Kearney,	Shepherdstown,	Jefferson.
Engle, Forrest Daniel,	Bakerton,	Jefferson.

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<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Eutsler, Paul Rodgers,	Shepherdstown,	Jefferson.
Harman, Walter Allyn,	Duffields,	Jefferson.
Magruder, Evard Lynn,	Kearneysville,	Jefferson.
Merchant, Frank Hermann,	Shepherdstown,	Jefferson.
Miller, M. Fred,	Kearneysville,	Jefferson,
Miller, Glenn Elmer,	Mannington,	Marion.
Morrow, Evarts Walton,	Summit Point,	Jefferson.
Morrow, Ruthven Willard,	Summit Point,	Jefferson.
Myers, Thomas,	Shepherdstown,	Jefferson.
Porterfield, James Simmons,	Charles Town,	Jefferson.
Rider, Norman,	Halltown,	Jefferson.
Rogers, Robert Lester,	Kearneysville,	Jefferson.
Sisler, George Turner,	Shepherdstown,	Jefferson.
Snyder, Henry M.,	Shenandoah Junction,	Jefferson.
Snyder, J. McGarry,	Shenandoah Junction,	Jefferson.
Tabler, George Calvin,	Shepherdstown,	Jefferson.
Tabler, Harry B.,	Martinsburg,	Berkeley.
Thompson, Alonzo,	Onego,	Pendleton.
Tutwiler, Edgar M.,	Augusta,	Hampshire.
Walper, Harry Hughston,	Shenandoah Junction,	Jefferson.
Ware, John C.,	Charles Town,	Jefferson.
Yost, Leonard McClellan,	Berkeley Springs,	Morgan.





CORNER OF ONE OF THE RECITATION ROOMS



## DEPARTMENT OF ELOCUTION AND ORATORY.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Billmyer, Alice Virginia,	Shepherdstown,	Jefferson.
Cady, Elizabeth,	Shepherdstown,	Jefferson.
Cooper, Myrtle,	Davis,	Tucker.
Drew, Nellie,	Harper's Ferry,	Jefferson.
Kaech, Lena,	Alpena,	Randolph.
Knutti, Mrs. John G.,	Shepherdstown,	Jefferson.
LaMar, Bessie,	Shepherdstown,	Jefferson.
Licklider, Louise,	Shepherdstown,	Jefferson.
Link, Helen,	Shepherdstown,	Jefferson.
Pendleton, Mary,	Shepherdstown,	Jefferson.
Snyder, Mary,	Shenandoah Junction,	Jefferson.
Welshans, Louise,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Barnhart, Henry,	Shepherdstown,	Jefferson.
Folk, George,	Martinsburg,	Berkeley.
Foltz, Charles,	Foltz,	Berkeley.
Halleck, Edgar,	Shepherdstown,	Jefferson.
Luttrell, E. L.,	Ganotown,	Berkeley.
May, John D.,	Lost River,	Hardy.
Myers, Frank,	Shepherdstown,	Jefferson.
Miller, John Lester,	Sharpsburg, (Md)	Washington.
Osbourn, Cleon.	Shenandoah Junction,	Jefferson.
Propst, Charles,	Porterwood,	Tucker.
Randall, Boyd,	Martinsburg,	Berkeley.
Whiting, George,	Martinsburg,	Berkeley.

## DEPARTMENT OF MUSIC.

## PIANO.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Felker, Beulah May,	Shenandoah Junction,	Jefferson.
Graves, Hermia,	Shepherdstown,	Jefferson.
Hawse, Ethel,	Lost River,	Hardy.
Houck, Olive,	Falling Waters,	Berkeley.
Hartzell, Catherine,	Shepherdstown,	Jefferson.
Knott, Grace,	Moler's,	Jefferson.
Knutti, Mrs. John G.,	Shepherdstown,	Jefferson.
Moler, Hattie,	Bakerton,	Jefferson.
Skinner, Agnes,	Shepherdstown,	Jefferson.
Sprung, Edna,	Shepherdstown,	Jefferson.
Sprung, Marie,	Bula,	Monongalia.
Triplett, Vanessa,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Hiedwohl, Harris,	Charles Town,	Jefferson.
Pendleton, B. Strauther,	Shepherdstown,	Jefferson.

## VOICE.

## LADIES.

Brotherton, Lizzie,	Shepherdstown,	Jefferson.
Butler, Eleanor,	Shepherdstown,	Jefferson.
Hartzell, Catherine,	Shepherdstown,	Jefferson.
Knutti, Mrs. John G.,	Shepherdstown,	Jefferson.
Link, Helen,	Shepherdstown,	Jefferson.
Marten, Lenora,	Shepherdstown,	Jefferson.
Myers, Fanny,	Shepherdstown,	Jefferson.
Reinhart, Virginia,	Shepherdstown,	Jefferson.
Turner, Ellen,	Shepherdstown,	Jefferson.
Turner, Rachel,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Pendleton, B. Strauther,	Shepherdstown,	Jefferson.
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## VOCAL CLASS.

## LADIES.

<i>Name.</i>	<i>Postoffice.</i>	<i>County.</i>
Houck, Olive,	Falling Waters,	Berkeley.
Hodges, Frances,	Shepherdstown,	Jefferson.
Link, Mary,	Shepherdstown,	Jefferson.
Moler, Hattie,	Bakerton,	Jefferson.
Myers, Fanny,	Shepherdstown,	Jefferson.
Ronemous, Elsie,	Shepherdstown,	Jefferson.
Ronemous, Laura,	Shepherdstown,	Jefferson.
Shepherd, Laura,	Shepherdstown,	Jefferson.
Stump, Agnes,	Shepherdstown,	Jefferson.

## GENTLEMEN.

Banks, Horace,	Shepherdstown,	Jefferson.
Bragonier, Taylor,	Shepherdstown,	Jefferson.
Kremer, Franklin,	Shepherdstown,	Jefferson.
Snyder, William B.,	Shepherdstown,	Jefferson.
Unsold, Charles,	Shepherdstown,	Jefferson.

## MANDOLIN.

Hendricks, Nellie May,	Moler's,	Jefferson.
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## VIOLIN.

Kelsey, Ella,	Shepherdstown,	Jefferson.
Hartzell, Benjamin,	Shepherdstown,	Jefferson.
Morgan, Charles,	Shepherdstown,	Jefferson.
Rush, Julian,	Shepherdstown,	Jefferson.
Spedden, E. B.,	Shepherdstown,	Jefferson.

## WIND INSTRUMENTS.

Barnhart, J. E.,	Shepherdstown,	Jefferson.
Barnhart, S. H.,	Shepherdstown,	Jefferson.
Cooper, Fred,	Davis,	Tucker.
Eugle, Forrest,	Harper's Ferry,	Jefferson.
Hause, B. S.,	Shepherdstown,	Jefferson.
Hiedwohl, Harris,	Charles Town,	Jefferson.
Magruder, E. L.,	Kearneysville,	Jefferson.
May, J. D.,	Mathias,	Hardy.
McDonald, Homer,	Shepherdstown,	Jefferson.
Merchant, Herman,	Shepherdstown,	Jefferson.
Link, D. T.,	Shenandoah Junction,	Jefferson.
Osborn, C. S.,	Shenandoah Junction,	Jefferson.
Rightstine, M. K.,	Shepherdstown,	Jefferson.
Sisler, G. T.,	Shepherdstown,	Jefferson.

## GENERAL SUMMARY

FOR THE YEAR 1904-5.

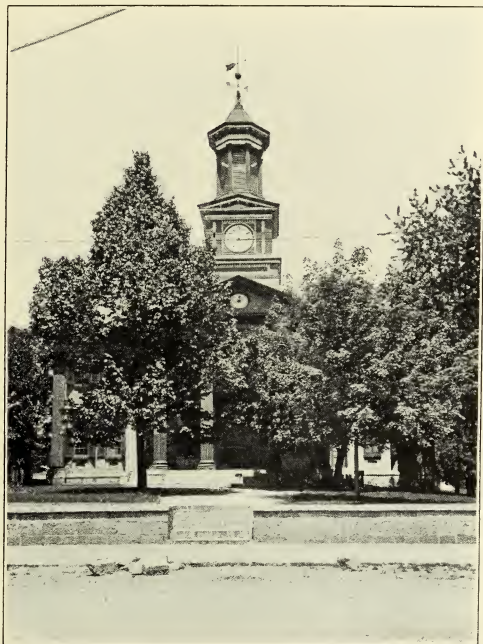
					<i>Ladies.</i>	<i>Gentlemen.</i>	<i>Total.</i>
Senior Class,	-	-	-	-	3	9	12
Junior Class,	-	-	-	-	2	5	7
Class of 1907,	-	-	-	-	12	9	21
Class of 1908,	-	-	-	-	11	10	21
Class of 1909,	-	-	-	-	23	31	54
Class of 1910,	-	-	-	-	18	30	48

## MUSIC.

Piano,	-	-	-	-	12	2	14
Voice Culture,	-	-	-	-	10	1	11
Stringed Instruments,	-	-	-	-	2	4	6
Wind Instruments,	-	-	-	-	0	14	14

## ELOCUTION.

Voice Training and Oratory,	-	-	12	12	24
			<u>105</u>	<u>127</u>	<u>232</u>
Counted more than once,	-	-	30	27	57
Total number of students,	-	-	<u>75</u>	<u>100</u>	<u>175</u>



THE OLD BUILDING





## ALUMNI RECORD.

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### OFFICERS OF THE ALUMNI ASSOCIATION, 1905-1906.

President—W. J. Knott, Class of '79.  
 Vice-President—Lucy Beltzhoover, Class of '02.  
 Recording Secretary—Lucy Schoppert, Class of '87.  
 Corresponding Secretary—Almira Marten, Class of '02.  
 Treasurer—Louise Hodges, Class of '02.

### EXECUTIVE COMMITTEE.

Julia Rentch, Class of '76.  
 Almira Marten, Class of '02.  
 M. K. Rightstine, Class of '04.

### MUSIC COMMITTEE.

Sallie Miller, Class of '85.  
 Lucy Beltzhoover, Class of '02.  
 Alice Billmyer, Class of '05.

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1874.

Ida M. Billmyer, Mrs. Frank Hill, Martinsburg, W. Va.  
 Belle Byers, M. E. L., Mrs. James W. Bane, Charles Town, W. Va.  
 Ida V. Chapline, Mrs. James H. Rogers, Purgittsville, W. Va.  
 Rosa Lee Cockrell, teacher, Keller, W. Va.  
 Annie E. Fawcett, M. E. L., Mrs. Adam Colbert. Died January 26, 1900.  
 Mary F. Folk. Died August 19, 1892.  
 Ida B. Kearney, teacher, Mannington, W. Va.  
 Ella M. Kelsey, teacher, Shepherdstown Graded School.  
 Sue V. Koontz, Mrs. R. C. Hess, Washington, D. C.  
 Annie D. Licklider, Shepherdstown, W. Va.  
 Eleanor S. Powell, Mrs. H. W. Potts, Shepherdstown, W. Va.  
 Rose Snyder, M. E. L., Mrs. H. M. Turner, Shepherdstown, W. Va.  
 Wm. Price Craighill, M. E. L. Died November 16, 1881.  
 James M. Engle, clerk in Treasury Department, Washington, D. C.  
 Charles M. Folk. Died October 23, 1898.  
 William J. Hepkle, farmer, Brunswick, Md.  
 Andrew J. Lemaster, M. E. L., physician, Bedington, W. Va.  
 Charles J. Miller, M. E. L., Shepherdstown, W. Va.  
 Clinton M. Miller. Died October 5, 1890.  
 Augustine C. Morgan, farmer, Shepherdstown, W. Va.  
 James W. Wylie. Died March 27, 1901.

## 1875.

Rose A. Byers, Shepherdstown, W. Va.  
 Ella S. Byers, M. E. L., Mrs. W. E. Phelps, Baltimore, Md.  
 Ida M. Fleming, M. E. L., Mrs. Eugene Gerstell, Mineral county, W. Va.  
 Kate S. Groff, Mrs. Henry Busey, Gerardstown, W. Va.  
 Ada M. Harp, M. E. L., Mrs. C. D. Keplinger, Shepherdstown, W. Va.  
 Annie S. Harrison, Mrs. C. S. Hunter, Hagerstown, Md.  
 Emma K. Hawkins, Mrs. S. O. Kaminer, Lexington, S. C.  
 Ida M. Hill, Mrs. Ida M. Neill, teacher, Shepherdstown Graded School.  
 Julia A. Hoffman, Mrs. Fillmore Reynolds, Hagerstown, Md.  
 Laura M. Lee, Mrs. W. M. Simpson. Died September, 18, 1895.  
 Ida P. Lemen, Mrs. H. L. Couchman, Berkeley county, W. Va.  
 Florence McAnly, Mrs. Theodore Rogers, Shepherdstown, W. Va.  
 Brownie Morrison, Mrs. J. H. Neff, Harrisonburg, Va.  
 Anna B. Osbourn, Mrs. Morris Hendricks, Shepherdstown, W. Va.  
 Kate L. Rentch, Mrs. C. D. Wysong, Shepherdstown, W. Va.  
 Fannie Shepherd, Mrs. Hugh P. Allen, Pittsburg, Pa.  
 Ida M. Smurr, M. E. L., Mrs. Dennis Kilmer, Martinsburg, W. Va.  
 J. E. S. Baker. Died January 23, 1889.  
 James W. Coffinbarger, farmer, Shepherdstown, W. Va.  
 Harry B. Highbarger. Died March 19, 1881.  
 John S. Hollis, manager White Sewing Machine Co., Chicago, Ill.  
 John O. Knott, M. E. L., minister, Lexington, Va.  
 George M. Knott, M. E. L., Moler's, W. Va.  
 William E. Osbourn, farmer, Shepherdstown, W. Va.  
 Thomas L. Rickard, merchant, Hagerstown, Md.  
 Charles T. Smootz, Principal Graded School, Shepherdstown, W. Va.  
 Harry M. Turner, M. E. L., Immigration Service, Yarmouth, N. S.  
 E. Rush Turner, Assessor for Jefferson Co., Shepherdstown, W. Va.

## 1876.

Sallie G. Entler, Kearneysville, W. Va.  
 A. Rose Johnson, teacher, Philadelphia, Pa.  
 Emma K. Keesecker, M. E. L., Mrs. W. C. Link, Shepherdstown, W. Va.  
 Bettie M. Morgan. Died December 6, 1890.  
 Laura Powell, Mrs. William Roberts, Williamsburg, Va.  
 Lillie A. Reinhart, Mrs. Samuel T. Knott, Moler's, W. Va.  
 Julia M. Rentch, M. E. L., Shepherdstown, W. Va.  
 Hattie H. Saunders. Died May, 23 1878.  
 S. Louise Saunders, Mrs. W. P. Manning, Washington, D. C.  
 Octavia E. Triplett, Mrs. J. Boxwell, Paw Paw, W. Va.  
 Mary L. West, Mrs. Charles L. Pape, Howardsville, Md.,  
 Hugh P. Allen, civil engineer, Pittsburg, Pa.  
 George F. Engle, M. E. L., farmer, Dickerson, Md.  
 Edward L. Folk, M. E. L., minister, Mt. Jackson, Va.  
 George W. D. Folk, farmer, Berkeley county, W. Va.  
 Harry C. Getzendanner, M. E. L., banker, Charles Town, W. Va.

A. Frank Hess, M. E. L., Relief Ass'n., S. P. R. R., San Francisco, Cal.  
 Samuel T. Knott, M. E. L. physician, Moler's, W. Va.  
 G. Port Morrison, physician, Martinsburg, W. Va.  
 Horace C. Osbourn, merchant, Charles Town, W. Va.  
 Elyett B. Pittsnogle. Died July 6, 1904.  
 James N. Ranson, dentist, Charles Town, W. Va.  
 Melvin L. Ronemous, clerk, Newport News, Va.  
 James T. Ryan, carpenter, Kansas City, Mo.  
 J. Allen Staley, clerk, Pittsburg, Pa.  
 Randolph J. Strider. Died June 4, 1890.  
 Joseph Walper, farmer, Shenandoah Junction, W. Va.

## 1877.

Ella L. Cameron, M. E. L., Mrs. R. M. Billmyer, Shepherdstown, W. Va.  
 Ella D. Hout, M. E. L., Shepherdstown, W. Va.  
 Anna J. Morgan, M. E. L., Mrs. H. C. Getzendanner, Charles Town, W. Va.  
 Dora A. Snyder, M. E. L., Mrs. Lawrence Hout, Warrenton, Va.  
 Lily V. Stonebraker, M. E. L., Mrs. Lily V. Ockershausen, New York.  
 Jennie B. Vandiver, M. E. L., Mrs. W. F. Wirgman, Romney, W. Va.  
 William T. Highbarger, M. E. L., physician, Maysville, W. Va.  
 Charles F. Poland. Died March 18, 1900.

## 1878.

Mary E. Allen, teacher, Sanger, Cal.  
 Florence B. Humrickhouse, M. E. L., Mrs. Wm. Graham. Died July 19, 1885.  
 Marian Lakin, Mrs. Daniel Hendrickson, Grant county, W. Va.  
 Alice H. Smootz, M. E. L., Shepherdstown, W. Va.  
 George W. Banks, physician, Shepherdstown, W. Va.  
 C. W. Crow, conductor N. & W. Railroad, Hagerstown, Md.  
 Jacob F. Engle, M. E. L. Died July 31, 1904.  
 Jesse A. Engle, Superintendent of Schools, Jefferson county, W. Va.  
 Robert N. Harp, M. E. L. Died June 9, 1888.  
 Robert M. Huyett, farmer, Miami, Mo.  
 R. S. Hubbard, M. E. L., Philadelphia, Pa.

## 1879.

Bettie M. Clapham, teacher, Grafton, W. Va.  
 Lily Fleming, Shepherdstown, W. Va.  
 Rose Fleming, Mrs. George Coffinbarger. Died March 2, 1885.  
 Ida M. Osbourn, Mrs. S. M. Huyett, Kearneysville, W. Va.  
 Amelia P. Pitsnogle, Mrs. John Miller, Berkeley county, W. Va.  
 Emma W. Reynolds, Mrs. Thomas P. Clapham, Berkeley county, W. Va.  
 Joseph H. Bowers, M. E. L., merchant, Oroville, Cal.  
 Charles R. Fawcett, M. E. L. Died May 22, 1902.  
 George J. Hill, minister, Frederick, Md.  
 H. Lee Hout, M. E. L., minister, Roanoke, Va.  
 William J. Knott, M. E. L., farmer, Shepherdstown, W. Va.

William Jennings Logie, M. E. L. Died August 7, 1881.  
Edward R. Lucas. Died December 31, 1901.  
James S. Michael, dealer in seeds, Sioux City, Iowa.  
J. Davis Rentch, M. E. L. Died March 26, 1887.  
Charles H. Reinhart, traveling salesman, Parsons, Kan.  
F. L. Weltzheimer, secretary P. B. A., Shepherdstown, W. Va.  
Gustave B. Wiltshire, traveling salesman, Martinsburg, W. Va.

## 1880.

Virginia L. Brooks, Mrs. Bricker, Darkesville, W. Va.  
Minnie R. Chrisman, teacher, Grenada county, Miss.  
Mary E. Entler, Mrs. Wm. Folk, Kearneysville, W. Va.  
Nanuie M. Fleming, Mrs. J. B. Fleming, Williamsport, Md.  
Ida E. Folk, Mrs. A. A. P. Neel, Jr., Shepherdstown, W. Va.  
Lulie M. Huyett, Mrs. Amos A. Wheeler, Miami, Mo.  
Laura May Murphy, Mrs. R. C. Richardson. Died Nov. 4, 1887.  
Sallie B. Lemen, Mrs. H. Lee Hout, Roanoke, Va.  
Charles J. Custer, merchant, Martinsburg, W. Va.  
John P. Engle, conductor, B. & O. R. R., Baltimore, Md.  
Daniel H. Folk. Died June 2, 1904.  
George H. Ramsburg, Leetown, Jefferson county, W. Va.  
Benjamin F. Trostle, farmer, Jefferson county, W. Va.  
J. Frank Turner, M. E. L., banker, Charles Town, W. Va.

## 1881.

Georgia Lee Johnson, Mrs. Jos. Walper, Shenandoah Junction, W. Va.  
Robert M. Billmyer. Died July 23, 1891.  
John F. Engle. Died January 9, 1888.  
Wm. L. Kooutz, commission merchant, Washington, D. C.  
Thomas T. Lemen, Martinsburg, W. Va.

## 1882.

Lillian Lee Chapline, Mrs. Wm. A. Conklyn, Prosperity, Pa.  
S. C. Virginia Folk. Died October 7, 1888.  
Sydney A. Groves, Mrs. Neal, Roanoke, Va.  
Mary C. Hill, Mrs. Harry Ganz, Chicago, Ill.  
Anna H. Hunter. Died December 24, 1896.  
Helen B. Pendleton, teacher, Baltimore, Md.  
N. M. Hendricks, physician, Dayton, Ohio.  
Julian L. Latimer, Lieutenant U. S. Navy.  
Wm. H. Wolff, physician, Martinsburg, W. Va.

## 1883.

Alice P. Pendleton. Died June 26, 1898.

## 1884.

Hattie V. Bennett, Mrs. J. C. Hann, Lancaster, Pa.  
Lizzie A. Boswell, Mrs. J. W. Watts, Waynesboro, Pa.

Ada V. Brotherton, Mrs. M. L. Eichelberger, Greencastle, Pa.  
 Margaret L. Graves, Mrs. J. A. Staley, Pittsburg, Pa.  
 Sallie C. Hollida, Mrs. J. P. Porterfield, Berkeley county, W. Va.  
 Matthew E. Mason, engineer, Tuskegee, Ala.  
 Edward H. Spohn, teacher, Frederick, Md.  
 H. L. Wintermoyer, merchant, Shepherdstown, W. Va.  
 Enoch H. Vickers, Professor of Economics, University of Tokio, Japan.

## 1885.

Kate Eichelberger, Mrs. D. W. Schultz, Brunswick, Md.  
 Naunie B. Herr, Mrs. W. H. Kearfott, Kearneysville, W. Va.  
 Julia Mason, Mrs. George Ed. Smith, Frederick, Md.  
 Sallie H. Miller, Shepherdstown, W. Va.  
 Ella B. Rickard, Mrs. D. Frank Miller, Hagerstown, Md.  
 Verina Stonebraker, Mrs. Frank Rohde, New York, N. Y.  
 Sallie Wysong, Shepherdstown, W. Va.  
 E. C. Armstrong, Assoc. Prof. Romance Languages, Johns Hopkins.  
 Charles S. Billmyer, farmer, Shepherdstown, W. Va.  
 Harry Hollida, farmer, Snyder's Mills, W. Va.  
 James N. Randall, Sec'y Savings & Loan Ass'n, Camden, N. J.  
 Brock Reinhart. Died April 19, 1898.

## 1886.

Nellie R. Bennett, Mrs. S. P. Humrickhouse, Shepherdstown, W. Va.  
 Jacob F. Folk. Died December 1, 1899.  
 James K. Hendricks, county surveyor, Jefferson county, W. Va.

## 1887.

Susie C. Ferrell. Died January 21, 1892.  
 Lucy H. Schoppert, Shepherdstown, W. Va.  
 Etta S. Porter, Mrs. C. C. Frazier, Shepherdstown, W. Va.  
 Jeannie Wysong, Mrs. E. T. Lea, New York, N. Y.  
 W. S. Hammond, minister, Epworth Church, Washington, D. C.  
 F. M. Logie, Charles Town, W. Va.

## 1888.

Mary M. Myers, Mrs. T. H. Rife, Fair Dealing, Mo.  
 Charles R. Jones, merchant, Millwood, Va.  
 Joseph B. Reinhart, insurance agent, New York, N. Y.

## 1889.

Harry M. Allen, Richmond, Va.  
 F. Melvin Davis, farmer, Washington county, Md.  
 Frank McDaniel, minister, Orange, N. J.  
 Alvey Reinhart, traveling salesman, Thayer, Kan.

## 1890.

Ella R. Kanode, Mrs. Ed. L. Beachley, Manassas, Va.  
 Mollie Wintermoyer, Mrs. Mollie W. Folk, Shepherdstown, W. Va.  
 Hugh N. Leavell, physician, and Prof. Louisville Med. Coll., Louisville, Ky.

## 1891.

Annie B. Lewis, Mrs. G. Edward Clipp, Kabletown, W. Va.  
Martin L. Fearnow, teacher, Reliance, Va.  
Walter R. Hill, druggist, Romney, W. Va.  
Carlton H. Licklider, U. S. mail service, Baltimore, Md.

## 1892.

Bessie A. Albin, Kabletown, W. Va.  
Mary E. Babb, Falls, W. Va.  
Emilie C. Smith, nurse, Philadelphia, Pa.  
John Edwards, minister, Towson, Md.  
James A. Engle. Died January 13, 1899.  
Harry K. Lewis, agent for coffee firm, Corinth. Miss.  
Geo. F. Welshans. Died September 6, 1895.

## 1893.

Mary H. Hill, Mrs. J. L. Weaver, Martinsburg, W. Va.  
Essie Lee Knott, Mrs. Samuel Knott, Pasadena, Cal.  
Elizabeth S. Pendleton, teacher, Pittsburg, Pa.  
Frank E. Beltzhooover. Died March 3, 1894.  
W. E. Byers, physician, Baltimore, Md.  
John R. Davis, farmer, Washington county, Md.  
Richard N. Edwards, minister, Darlington, Harford county, Md.  
S. J. Hodges, merchant, Shepherdstown, W. Va.  
William R. Moler, traveling salesman, Shepherdstown, W. Va.  
E. Smith Munson, merchant, Hagerstown, Md.  
Herbert A. Osbourn, U. S. Navy Yard, Washington, D. C.  
J. G. Rightstine, clerk, Millville, W. Va.

## 1894.

M. May Hoffman, Mrs. C. D. Hutchinson, Omaha, Neb.  
A. S. Lucas, clerk, Pittsburg, Pa.  
S. E. Osbourn, teacher, Lawrenceville, N. J.  
C. C. Bauserman, teacher, Shenandoah county, Va.  
H. N. Pendleton, Pittsburg, Pa.  
E. D. Turner, principal schools, Harper's Ferry, W. Va.  
P. G. Allen, lawyer, North Dakota.  
J. A. Trostle, minister, Gorman, W. Va.

## 1895.

Mary A. Licklider, Shepherdstown, W. Va.  
Nellie B. Marten, Mrs. Harvey W. Harmer, Clarksburg, W. Va.  
Genevieve Rightstine, teacher, Shepherdstown, W. Va.  
Katie Sowers, Mrs. C. H. Billmyer, Thornton, W. Va.  
Ella M. Turner, student, W. Va. University.  
R. K. Bragonier, physician, Keystone, W. Va.  
H. H. Hartzell, B. & O. telegraph operator, Shenandoah Junction, W. Va.



## 1896.

Florence Hoffman, Mrs. W. S. Myers, Charles Town, W. Va.  
Addie Meyers, nurse, Washington, D. C.  
Rhoda Needy, teacher, Shepherdstown, W. Va.  
Elma Trussell, Mrs. E. D. Turner, Harper's Ferry, W. Va.  
H. W. Baker, auditor's office, P. R. R., Philadelphia, Pa.  
George M. Beltzhoover, Jr., lawyer, Charles Town, W. Va.  
S. H. Dandridge. Died January 8, 1897.  
W. M. Duke, Principal School, Hedgesville, W. Va.  
David Lemen, grain dealer, Shepherdstown, W. Va.  
G. B. Miller, journalist, Morgantown, W. Va.  
E. M. Myers, physician, Bennett, Nebraska.  
B. H. Trussell, auditor, Armour & Co., Washington, D. C.

## 1897.

Nellie Lane Butler, Mrs. C. P. Mitchel, Washington, D. C.  
Nellie May Hendricks, teacher, Berkeley county, W. Va.  
Bessie Butler Licklider, teacher, Shepherdstown Graded School.  
Anna Ruckman, teacher, Romney, W. Va.  
Curtis Sylvester Feeser, book keeper, Brooklyn Navy Yard.  
W. Gregory Marten, stenographer and typewriter, Chicago, Ill.  
G. B. Miller, journalist, Morgantown, W. Va.  
Allen Wilson Porterfield, fellow Columbia University, N. Y.  
Ernest Corbin Tabler, civil engineer, Morgantown, W. Va.

## 1898.

Katharine Shepherd Lucas, Mrs. Walter B. Stehl, Centerville, Md.  
Janie Carricot Strider, teacher, Charles Town, W. Va.  
W. Howard Meyers, minister, Sutton, W. Va.  
A. A. P. Neel, Jr., farmer, Shepherdstown, W. Va.  
Ira Clarence Thompson, farmer, Herndon, Va.

## 1899.

Grace Amelia Byers, Martinsburg, W. Va.  
Edith Viola Donley, teacher, Moler's W. Va.  
Clara Belle Greenwood, Roanoke, Va.  
Mary Agnes Hess, Mrs. W. F. Rau, Parkersburg, W. Va.  
Elba Clarentine Hoffman, Mrs. J. D. Muldoon, Shepherdstown, W. Va.  
Mary Laura Hoffman, Mrs. John T. Edwards, Cumberland, Md.  
George Clayton Hill, stenographer, N. Y.  
George T. Hodges, clerk, Kansas City, Mo.  
Robert P. McGarry, teacher of elocution, Shenandoah Junction, W. Va.  
William Gilmore Neill, Pay Clerk, U. S. Navy.

## 1900.

Katharine Hammond Butler, Miss Katharine Neilson, Plainfield, N. J.  
Katharine Joyce Donley, teacher, Duffields, W. Va.  
Laura Lavinia Knode, teacher, Moler's W. Va.  
Lalla Rose Maddex, teacher, Berkeley county, W. Va.  
Florence Sidney Miller. Died Feb. 21, 1905.

Margaret Reynolds Welshans, Baltimore, Md.  
Ralph Winebrenner Border, Kearneysville, W. Va.  
Robert P. McGarry, teacher of elocution, Shenandoah Junction, W. Va.  
Guy Holland McKee, clerk, Martinsburg, W. Va.  
William Gilmore Neill, Pay Clerk. U. S. Navy.  
Charles Hugh Reinhart, teacher, Uvilla, W. Va.  
Boyd Armstrong Reinhart, wholesale druggist, Baltimore, Md.  
Brown Ferdinand Sperow, Spring Mills, W. Va.  
Granville Hampden Triplett, student, University of Pa., Philadelphia.  
George Peterkin Unseld, S. A. L. Ry., Portsmouth, Va.

## 1901.

Jessie Clara Hoffman, teacher, Shepherdstown Graded School.  
Anna Katharine McKee, Kearneysville, W. Va.  
John Luther Daniels, Fish Commission, Washington, D. C.  
Robert Newton Duke, traveling salesman, Philadelphia, Pa.  
Joseph Howard Hodges, medical student, Baltimore, Md.  
Dwight Eggleston MeQuilkin, Shepherdstown, W. Va.  
Herbert Clifton Miller, teacher, Kearneysville, W. Va.

## 1902.

Lutie May Alstadt. Died January 24, 1905.  
Lucie Adele Beltzhoover, student West Virginia University.  
Elizabeth Price Butler, Shepherdstown, W. Va.  
Maude Meredith Cross, Shepherdstown, W. Va.  
Marie Louise Hodges, Shepherdstown, W. Va.  
Mary Lillian Knott, Shepherdstown, W. Va.  
Almira Marten, teacher, Harper's Ferry, W. Va.  
Hugh Cooper Barnes, Fairmont, W. Va.  
Eugene Hildt Barnhart, student, West Virginia University.  
William Henry Sperow, dentist, Martinsburg, W. Va.

## 1903.

Hattie Cease Barnhart, Shepherdstown, W. Va.  
Lucie Adele Beltzhoover, student West Virginia University.  
Maude Meredith Cross, Shepherdstown, W. Va.  
Florence Eggleston Licklider, teacher, Shepherdstown, W. Va.  
Ernest Heald Bitner, medical student, Baltimore, Md.  
Josiah W. Gain, principal schools, Elkton, Va.  
Henry Wood Thrasher, student, Randolph-Macon College, Ashland, Va.

## 1904.

Elizabeth Price Butler, Shepherdstown, W. Va.  
Ada May Knode, teacher, Graded School, Shepherdstown, W. Va.  
Louise Anna Snyder, student, Woman's College, Baltimore, Md.  
Ethel Walter, teacher, Kabletown, W. Va.  
David Hamme Hill, student, Washington & Lee University.  
John Ernest Hill, New York City.  
John William Link, student, Roanoke College, Va.  
Jacob Hugh Miller, Sharpsburg, Md.  
Philip Randolph Moler, teacher, Charles Town, W. Va.  
Matthias Kyne Rightstine, journalist, Shepherdstown, W. Va.  
Joseph Irwin Triplett, student, Washington & Lee University.

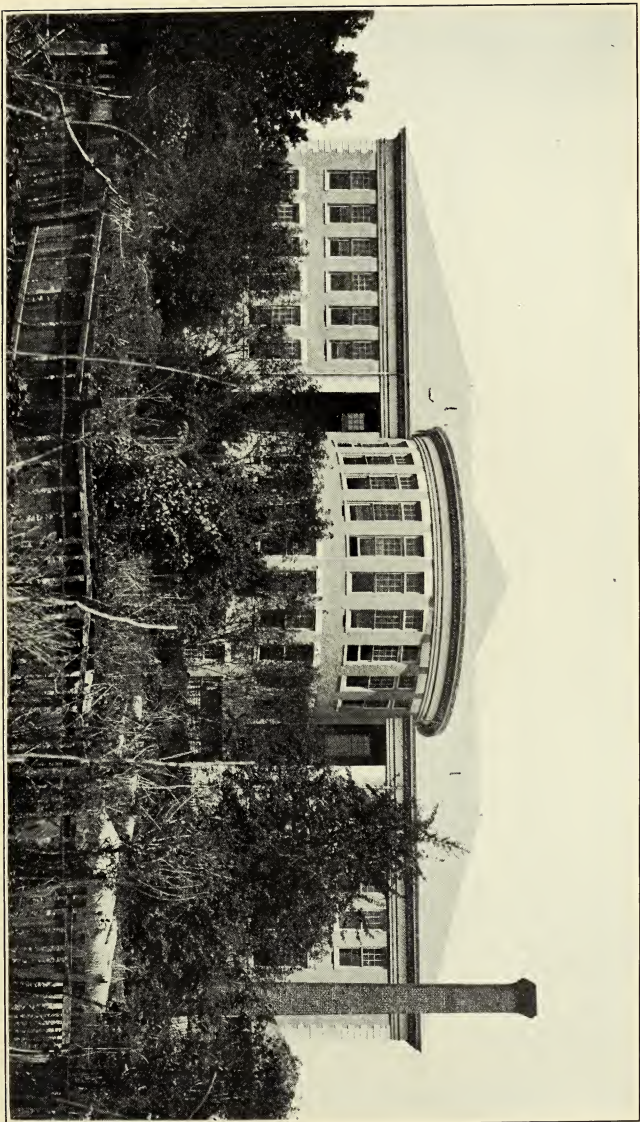
# Total Enrollment and Number of Graduates of Shepherd College.

<i>Year.</i>	<i>No. Enrolled.</i>	<i>No. Graduates.</i>
1874.....	145	21
1875.....	160	28
1876.....	136	27
1877.....	102	8
1878.....	94	11
1879.....	93	18
1880.....	55	14
1881.....	71	5
1882.....	58	9
1883.....	62	1
1884.....	59	9
1885.....	65	12
1886.....	65	3
1887.....	69	6
1888.....	64	3
1889.....	71	4
1890.....	69	3
1891.....	87	4
1892.....	90	7
1893.....	99	12
1894.....	91	8
1895.....	103	7
1896.....	103	12
1897.....	100	9
1898.....	88	5
1899.....	105	10
1900.....	116	15
1901.....	127	7
1902.....	151	10
1903.....	143	7
1904.....	153	11
1905.....	175	10
Totals.....	3,169	316

# INDEX.

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Academic Course.....	32-34
Admission.....	8
Alumni.....	25, 75-82
Ancient Languages.....	49
Appointments.....	59-60
Athletics.....	22
Band.....	21
Boarding.....	13
Buildings.....	10
Cadet Corps.....	23-24
Calendar 1905-6.....	3
Chapel Services.....	12
Christian Organizations.....	20-21
Composition (Special Requirements).....	53-54
Contests, Literary.....	17, 20
Courses of Study.....	27-34
Credit for Work Done Elsewhere.....	14
Departments, Work of.....	35-58
Diplomas.....	60
Discipline.....	9
Donations.....	19
Economics.....	43
Editors.....	25
Elocution.....	58
English.....	51-53
Equipment.....	10-11
Executive Committee.....	4
Expenses.....	12
Faculty.....	5, 8
Fees (expenses).....	12
Gymnasium.....	23
History.....	42
Laboratories.....	11
Languages.....	49-53
Lectures.....	18, 19
Library.....	11
Literary Societies.....	17
Mathematics.....	39-41
Modern Languages.....	50-51
Music.....	21, 55-57
Normal Course.....	28-31
Orchestra.....	21



THE NEW BUILDING—REAR VIEW



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Pedagogics .....	35-38
Picket.....	18
Prizes .....	19
Professional Work.....	35-38
Purpose of the School.....	9
Reading Room. ....	16
Record of Students .....	13-14
Regents .....	4
Religious Influences.....	11, 12, 20
Reports .....	13, 20
Roll of Students.....	64-72
Rules and Regulations.....	59-63
Scholarships .....	15
Science.....	44-48
Students, Roll of, etc.....	8, 64-72
Summary of Students.....	74
Superintendents ....	25
Teachers' Review Course.....	38
Teachers' Training Work.....	35-38
Total Enrollment .....	83
Trustees. ....	4















